


NORTHEASTERN UNIVERSITY

AN EMERGING GIANT: 1959–1975

Antoinette Frederick



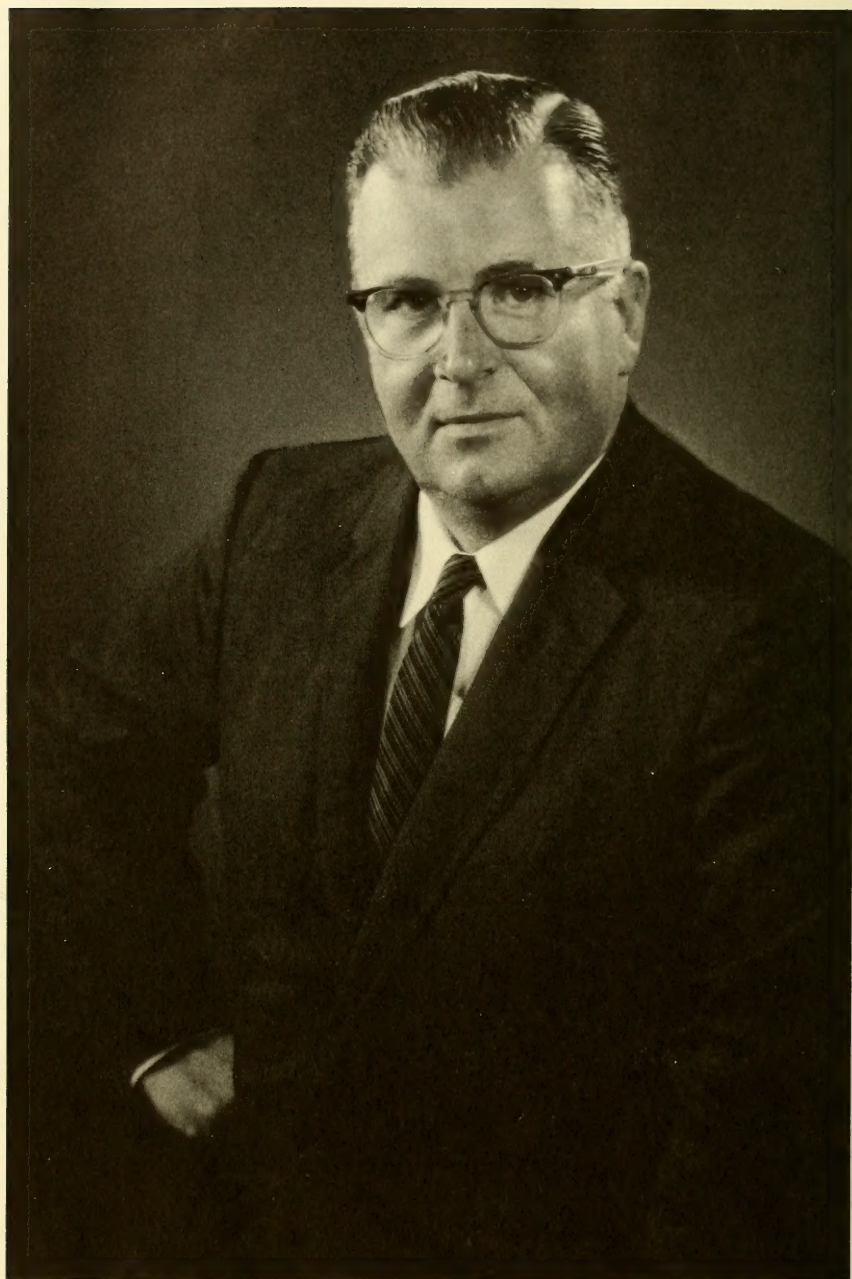
NORTHEASTERN UNIVERSITY

VOLUME 1

**Origin and Development of Northeastern University
1898–1960**

VOLUME 2

Northeastern University: An Emerging Giant 1959–1975



Fabian Bachrach

Asa Smallidge Knowles

NORTHEASTERN UNIVERSITY

AN EMERGING GIANT: 1959–1975

Antoinette Frederick

NORTHEASTERN UNIVERSITY CUSTOM BOOK PROGRAM,
BOSTON

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NORTHEASTERN UNIVERSITY

AN EMERGING GIANT: 1959–1975

Introduction

THE FIRST CLASSES IN WHAT WAS TO BECOME NORTHEASTERN UNIVERSITY BEGAN on October 3, 1898, with a handful of students in the attic of the Boston YMCA, situated on the corner of Boylston and Berkeley Streets. Seventy-seven years later, as an accredited degree-granting institution, Northeastern was the largest private university in the United States in terms of enrollment, with ten undergraduate colleges, ten graduate schools, approximately fifty acres of its own on Huntington Avenue, four suburban campuses, an extensive research division, and assets of \$130,000,000.

In his *Origin and Development of Northeastern University 1898–1960*, Everett C. Marston, Professor of English at the University, has given his account of this remarkable growth as it occurred during the Institution's first six decades.¹ His volume spans three periods. During the first period, 1898–1916, the fledgling University defined the areas of its interests, developed its first schools, determined its basic philosophy—to provide cooperative education by day and adult education by night—and finally became incorporated as Northeastern College of the Boston Young Men's Christian Association. Between 1917 and 1936 the new Institution concentrated on upgrading its standards and enhancing its educational status.

In 1922 the name was changed to Northeastern University of the Boston YMCA, and in 1935, the same year the Institution achieved general degree-granting power, the name was shortened to simply Northeastern University. At the end of this period, the University was incorporated as an autonomous University, and a seventy-five member, independent, self-perpetuating corporation with the right to elect its own board of trustees was instituted as the chief governing structure. Between 1936 and 1959 the University worked to establish its independent educational identity. During this time Northeastern quadrupled its enrollment, faculty, and course offerings, built and moved onto a new campus, and increased its assets from \$750,000 to almost \$30,000,000. At this point the second President, Dr. Carl S. Ell, who had reached the age of seventy, stepped down, and a new era began.

The current volume picks up the story where Marston's narrative ends. My intention is to describe the history of Northeastern during its fourth period, 1959–1975, which might be called the period of emergence. During these sixteen years Northeastern changed from an essentially local “technical” institution that served a predominantly male undergraduate commuter population into a large cooperative and adult education university with a national identity and role. This many-sided development showed itself in the increasing catholicity of Northeastern's student body, the enhanced status of its faculty, the widened scope of its graduate and undergraduate programs, and the expanded area of its research and community service commitments. My purpose, however, is not simply to describe this change but to make some attempt to account for it.

On July 1, 1959, Asa Smallidge Knowles came into office. He saw the retirement of Carl S. Ell as “in some respects the end of an era.” Academic programs were well established. Plans formulated in 1934 for the construction of a new campus had been realized with the dedication on September 8, 1959, of a \$1,500,000 Graduate Center. The time had come to formulate new plans, to look toward new horizons. Coincidentally, 1959 also began a new era on the national scene. The Eisenhower years were over, and the decade opened on a wave of optimism with the dawning of the New Frontier. The period covered in this volume ends with the retirement of President Knowles and the inauguration of Northeastern's fourth President, Kenneth G. Ryder. Again, coincidentally, an era had ended on the national scene, marked by the unprecedented resignation of the nation's President and the emergence of a general mood of retrenchment. To note such a

correspondence in dates, however, would be purposeless were it not for the profound influence these national events exercised on the growth of Northeastern.

A brief sixteen years stretched between 1959 and 1975, yet already those years grow legendary. The temptation of any historian, of course, is to see the immediate past as unique. In the words of Robert L. Heilbroner:

History, as it comes into our daily lives, is charged with surprise and shock. When we think back over the past few years what strikes us is the suddenness of its blows, the unannounced descent of its thunderbolts. Wars, revolutions, uprisings have burst upon us with terrible rapidity. Advances in science and technology have rewritten the very terms and conditions of the human contract with no more warning than the morning's headlines. Encompassing social and economic changes have not only unalterably rearranged our lives, but seem to have done so behind our backs, while we were not looking.²

Even in attempting to view the decade of the 1960s with dispassion and perspective, the shocks and surprises of those years lend themselves to hyperbole. To begin with, it was a time of record growth. During the decade of the 1950s, the population had grown faster than during any decade in recent history and had reached 180,000,000 by 1960. Thanks to the economic boom, which had begun in World War II and continued after the conflict, the period was also one of record affluence. In ten years, between 1950 and 1960, the per capita income in the United States had risen from \$1,501 to \$2,219, the highest in our history.³

Both these factors were reflected on the university scene as unparalleled numbers sought admission to institutions of higher education. At the same time, the nation was stunned by the 1957 launching of Sputnik—an event that suggested the superiority of the Soviet Union in science—and authorized more money for education than ever before. Overnight the three R's became the first line of defense in an omnipresent cold war, and the cry for trained scientists, technologists, and persons capable of teaching at the doctoral level became a siren call to institutions of higher learning to strike out into uncharted waters of expansion. Later in the 1960s, as the war in Vietnam escalated, assassinations jolted American security, and dissatisfaction with the establishment grew, the demand for relevance and the abandonment of "old ways" became the battle cry. More and more, society turned to the universities for the solution of its moral ills, and when the universities failed to provide all the answers, disillusionment set in.

Northeastern felt the impact of all these events. At the beginning of

the period it experienced an astounding growth in numbers, departments, and general resources. In the mid- and late-1960s, the University responded to the general restlessness of the students—their growing cry for a greater voice in determining their own lives—by redesigning the student role in the administrative structure and modifying the disciplinary code in ways that would have been undreamt of even ten years earlier. In the 1970s, the University responded once again—this time to the national retrenchment—by consolidating its gains and increasing the availability of its new achievements rather than expanding them. Yet the effects of the national situation on internal changes, however impressive, are but part of the story. The future, as Heilbroner also points out, can be seen as “the expected culmination of the past.” From this point of view, the emergence of Northeastern is seen not as an eclectic response to a dynamic present, but as the adaptation of its past to the challenge of a new day.

Five themes in particular mark the evolution of Northeastern during this period: (1) the modification of Northeastern’s administrative structure to meet the demands of growth and the introduction of collegiality; (2) the rise of Northeastern’s Cooperative Plan of Education and adult education to positions of national prominence; (3) the expansion of Northeastern’s commitment to community service; (4) the expansion of Northeastern’s physical plant to accommodate its growing educational service; and (5) the redesigning of Northeastern’s self-image to match its changing reality.

In 1936 Northeastern University became incorporated with legal authority vested in a self-perpetuating corporation of seventy-five men who elected from their number a Board of Trustees, which was responsible for the more detailed control of the University and with whom the President consulted in his role as chief administrator. In practice this form of governance meant that almost all administrative responsibility was in the hands of President Carl S. Ell, who for the next twenty-five years was to exercise virtually total control over all aspects of University life. Such a structure was eminently suited to the early days of the Institution when Northeastern was essentially a family affair, but burgeoning enrollments and the expansion of faculty and departments tested the limits of such a highly centralized authority, and under Dr. Knowles the administrative structure opened up. Although the general outlines of University governance remained the same—a corporation, a Board of Trustees, a President—decision-making powers in the realms of curricula, personnel, budgets, and policy were increasingly given to the departments and offices directly concerned with particular issues. The principle of collegiality was

introduced, and a faculty senate came into being. The effect of this reorganization was fourfold: (1) the status of the faculty was enhanced; (2) the President, relieved of detail work, was free to oversee the general coordination of the Institution; (3) new channels for new ideas became available; and, perhaps most important, (4) the delegation of authority allowed more room for growth and experimentation in the educational process. In 1959 the governing pattern of Northeastern had in some ways resembled that of a monarchy; by 1975 the governing pattern more closely resembled that of a federal union with ultimate authority still residing in the central office but with far more responsibility enjoyed by all members. Further, the transformation of Northeastern's governance established a pattern similar to that of other large institutions of higher education and confirmed Northeastern's status as a major university.

To meet the demands for new and relevant programs and to accommodate a new kind of student, Northeastern dramatically extended its Cooperative Plan of Education and adult education between the years 1959 and 1975. Cooperative education was adapted to new areas of academic endeavor—pharmacy, nursing, physical education and physical therapy, and law and criminal justice—and to new levels of learning as the concept of a cooperative education doctoral program was introduced. As a result, Northeastern gained a national reputation as a pioneer of new programs and as a leader in the field of cooperative education. Simultaneously, the University improved the status of adult education by establishing a college wholly devoted to part-time adult programs that would not repeat day programs but that would be particularly suited to the demands of mature working persons.

In addition, the University tapped an entirely new constituency by developing a system of branch campuses and satellite programs. Taking a cue from business, which was moving into the suburbs and into industrial parks, Northeastern followed its potential constituency by offering classes at a suburban campus in Burlington, with easy access to Route 128, by opening centers in Weston, Ashland, and Nahant, and by instituting other programs at convenient times and at convenient locations in rented facilities north and west of Boston. Credit and noncredit courses thus became easily available both to businesspeople who felt the need to update their skills through state-of-the-art courses and to housewives who were considering reentry into the job market or who simply wished to continue their education. It is significant that Northeastern catered to this latter group by offering courses at hours when children would be at school, even before the first impact of the Women's Liberation Movement was felt.

Between 1959 and 1975 society increasingly turned to the universities to provide solutions to problems of social welfare. Northeastern responded by increasing its services to the community, not only on the local and regional level but also on the national level. The proliferation of seminars, workshops, custom-designed courses for specific companies and groups of professionals offered through Northeastern's Center for Continuing Education, was one hallmark of the University's commitment to community needs during those years. However, its role did not end with academic offerings. Increasingly the University made available its resources and facilities to various interest groups concerned with urban, regional, and national welfare. Always conscious of its role as a large metropolitan university, it cooperated with urban planners on the development of the city and with Roxbury leaders on the development of the black community; it cooperated with the secondary schools on the enhancement of high school programs and with the elementary schools on the development of reading, recreation, and Head Start programs. Its commitment to the national community also expanded with the development of nationally funded research programs and with the encouragement given to its faculties and departments to participate in programs of national interest. Several times during these years representatives of Northeastern appeared before the U.S. Congress in the support of bills dealing with educational questions of national scope, and more and more faculty and staff members took time from their busy schedules to play an active role in national organizations devoted to their particular field of study. Not surprisingly, Northeastern's administration also played a large part in the founding and establishment of the National Commission for Cooperative Education.

Between 1959 and 1975 Northeastern experienced dramatic physical development. At the opening of the period, the University owned eighteen acres on Huntington Avenue, eleven buildings, four residences, and an athletic field in Brookline, for a total plant worth \$15,400,000. At the end of the period, Northeastern owned approximately fifty acres on Huntington Avenue, Parsons athletic field in Brookline, and four branch campuses in Weston, Burlington, Ashland, and Nahant. The University had constructed nine new academic buildings and three new dormitories and had done extensive remodeling in existing facilities. Total plant worth rose to \$70,000,000 (cost basis).⁴

Threaded throughout these years and paralleling its growth was Northeastern's changing image. Even in the late 1950s, as Rudolph Morris has so aptly remarked in his reminiscence, *Where? On Huntington Avenue,*

very few but those who actually went to the University had any idea where Northeastern was, although legend has it that a favorite subway expression was, "If he carries a slide rule, he probably goes to Northeastern." By 1975 this image of Northeastern as a "technical" or "engineering" school had changed to that of a large cooperative and adult education university, one of the country's foremost professional universities, and no one had to ask where it was. Partially this change was the natural result of the University's expansion during this period, but to some extent it was also the result of a self-conscious effort to establish the University's identity as the first-rate institution it was becoming.

The story of Northeastern's rise to a position of national prominence cannot be told without paying some attention to the effort that went into making itself known. Sheer growth demanded plans for new buildings, but it was a mark of the University's new confidence and self-esteem that these plans were announced through a dramatic Diamond Anniversary Development Program, which focused national attention on 360 Huntington Avenue. As never before in its history, the University worked to project its growing self-awareness onto the national awareness—courting, cosetting, and cultivating its alumni to spread the word of their alma mater and encouraging the faculty to participate in roles of national responsibility.

These, then, are the five major themes that marked the University's evolution during this period and that conditioned the selection of material for this book. In bringing Northeastern to the threshold of the present, I have also touched on certain other areas—athletics, social events, and cultural concerns—which seemed to me essential to presenting the total picture of a large and complex university in the process of growth. Yet, inevitably, details of Northeastern's development that some reader considers important will have been left out, while other events that another reader considers trivial will have been included.

It has been my aim to show how one American university—and in its commitment to the work ethic, to community service, to a large and diverse constituency Northeastern is very American—adapted its past and came to realize its future during a particularly volatile time in our nation's history. To the extent that, in spite of inevitable shortcomings, this overall theme is communicated, the story will have been successfully told.

PART ONE

IN THE
BEGINNING

I

Yesterday

PRIOR TO WORLD WAR I, AND INDEED THROUGH MOST OF THE 1920S, HIGHER education connoted to most Americans who thought about it at all the kind of choice that F. Scott Fitzgerald's hero made in the short story "Winter Dreams." "Winter Dreams . . . persuaded Dexter . . . to pass up a business course at the State university . . . for the more precarious advantage of attending an older, more famous university in the East."¹

The world of fiction tended to divide higher education into two categories. On the one hand, there were the leaf-lined residential campuses of the eastern seaboard where, according to Fitzgerald, "mildly poetic gentlemen (seated in preceptorial smoking rooms) resented any warmth of discussion and called prominent men of their class by their first name"; or, as in such popular novels as *Brown of Harvard* and *Stover at Yale*, undergraduates wore beanies and blazers, were high spirited and bibulous but retained their honor on the playing fields. On the other hand, there was the state university where the undergraduate "was fond of science and literature, was unusually adept at Latin and Greek, and had a passion for mathematics. He was graduated with honors . . . but the pioneer spirit in his blood would still out, and his polite learning he then threw to the winds." As the

next step he then worked: "It was not that the ideals of his college days were tarnished, but he was a man of business now."²

In the real world, however, there existed other very important purveyors of higher education such as church-affiliated colleges, small independent colleges and schools, and educational branches of the Young Men's Christian Association. Although less romantic than their fictional counterparts, these institutions provided a substantial portion of young Americans with their only opportunity to acquire a meaningful education beyond the secondary level.³ One of the least romantic but most promising of these alternatives was the "Evening Institute for Young Men" of the Boston YMCA, which in 1898 instituted an Evening Law School that was destined to become the seed of Northeastern University.

No novelist, of course, ever wrote a *Brown of Northeastern*. Furthermore, it is doubtful that if such a book had been written, any of the turn-of-the-century students, squeezing onto the nation's first electric trolleys at Park Street to attend evening classes in the red brick YMCA, would have appreciated seeing himself depicted in such glamorous terms. The majority were already "men of business now"—at least they worked during the day and, on the advice of the Institute's young director, Frank Palmer Speare, almost never smoked or drank. Speare constantly warned "that a brain fuddled with rum or cigarettes is like a ten-pound shot tied to your leg." They had no campus, leaf-lined or otherwise, no football teams, no national fraternities—those staples of popular literature—nor were their courses necessarily on the level of sophistication implied by the novelists.⁴

Although Northeastern students might take a degree program in the School of Law (founded in 1898 and given degree-granting power in 1904), or the School of Commerce and Finance (founded in 1907 and given degree-granting power in 1910), or the School of Engineering (founded in 1909 and given degree-granting power in 1920), they might just as easily have learned how to buy a car, drive it, or fix it at the Automobile School (founded in 1903 and disbanded in 1926), how to do shop work at the Polytechnic School (founded in 1904 and developed into the Lincoln Institute in 1927), or simplest of all, how to master the rudiments of elementary algebra at the General Evening Preparatory School (founded in 1904) or the Association Day School (founded in 1909). Even if this was not the stuff of literature, it was—though unbeknownst to the participants at the time—the stuff of history. Those unsung trolley commuters were, in fact, taking part in an educational experiment that would far outlast the best sellers that

ignored them and alter the course of higher education throughout the twentieth century.

Everett Marston's excellent history, *Origin and Development of Northeastern* 1898–1960, provides a detailed account of the evolution of the Boston Evening Institute experiment into the nationally prominent Northeastern University; it is not my intent to repeat those details here. Professor Marston's focus is on the men and machinery that operated to effect this development, and the reader interested in an examination of such a phenomenon should certainly consult this excellent source. My own intention, in this chapter, is far less ambitious; it is simply to identify in their nascent form some of the ideas that went into the educational experiment that was Northeastern and thus to set the stage for the story of their eventual fulfillment.

1

Fundamental to this experiment was the idea that an educational institution not only could but also should be responsive to the demands of the local community. Today, when it is taken for granted that universities must assume social responsibility, this notion does not seem so strange. In 1898, when the Evening Division of the Boston YMCA established its evening School of Law to accommodate young men who could not be served by traditional schools, social responsibility seemed a maverick educational idea.

Until the Civil War, most American educators had assumed that the function of higher education was to educate ministers and the ruling elite. Universities were thus largely cast in the mold of their European counterparts. After the Civil War, as the country became increasingly business and industry-oriented, attempts were made to direct American higher education away from the classical European elitist model and into a form that "would give those whose lives were to be devoted to agriculture or the mechanic arts, or other industries, embracing much of the largest part of our population, some chance to obtain a liberal, practical education."⁵ The fruit of this effort was the establishment of land-grant colleges that were created under stipulations of the first Morrill Act of 1862.

The aim of these institutions was to introduce a largely rural population to the intricacies of business and technology. Thus land-grant colleges could not always satisfy the needs of an urban working-class population; frequently these colleges were inaccessible in terms of their location and even more often inaccessible in terms of their educational

requirements. It was at this point that institutions like the Young Men's Christian Association stepped in to fill the gap.

In the late nineteenth and early twentieth centuries Boston underwent an intense period of growth. Between 1880 and 1890 the population catapulted from 362,839 to almost 500,000. By 1900 another 100,000 had been added, and by 1920 almost 750,000 people lived in Boston.⁶ This growth in population was accompanied by a corollary growth in commercial and industrial enterprises, and persons trained in the most rudimentary skills were in high demand. There was no state university in eastern Massachusetts, however, and the already-established educational institutions, namely Harvard, MIT (begun as a land-grant college), and Boston University, would not have been able to serve the needs of these emerging industries even if they had lowered their standards and their tuition requirements.

The directors of the Boston Young Men's Christian Association perceived this need and in 1896 formed the "Evening Institute for Young Men" to coordinate and organize the classes that had grown up in the four decades of the Association's existence. The new Institute, promising "a good education possible for every young man," would provide systematic part-time and supplementary programs to help young men prepare for positions other than that of hod carrier in the growing businesses of the city.⁷

The entire idea was fiercely American, combining as it did a complex mixture of motives—high idealism (education for all) and practical business sense (satisfying local manpower needs). Appropriately enough, the Institute's first director, Frank Palmer Speare, was even a linear descendant of Richard Warner of the Mayflower.⁸ How much this fact actually influenced the character of Director Speare is highly speculative. Nevertheless, he did embody many of the qualities generally attributed to our forebears. By the time Frank Speare was President of Northeastern, Trentwell M. White in an article published in 1929 describes him as a man of "vision, confidence, and energy" and above all a hard worker. President Speare's own words, however, are even more indicative of his Puritan inclinations. He was fond of inventing maxims, such as "No real progress is possible until one's course in life is decided upon and properly charted"; "the world is suffering for competent people. It is the 'misfits' and 'underdone' who are on the 'bargain counter' "; "tell me what you do with your leisure and I will tell you what you are to be."⁹

With such a righteous Director it is not surprising that within two years of its founding the Evening Institute flourished to such an extent that other YMCA associations chose to emulate it. Frank Palmer Speare,

however, was not one to spend his own leisure in idle contemplation of past triumphs, and in 1898, prompted by the success of the Institute—particularly of a law program that had been sponsored by the Lowell Institute in 1897—he prevailed on the Directors of the Evening Institute of the Boston YMCA to establish an Evening School of Law. Thus the first school of what was to become Northeastern University opened on October 3, 1898. The ensuing success of that program affirmed the conviction that indeed there was a place for education designed in direct response to community need, and for the next sixty years Northeastern seldom deviated from this conviction in the initiation of its programs.

Closely linked with the unconventional notion that the function of higher education was to serve the community was the Institute's, and subsequently Northeastern's, willingness to try the untried. Unfettered by tradition, Director Speare and his associates were uniquely free to experiment, and experiment they did. Although a proposed class in Knots and Splices designed for novice sailors was never given, it represented one extreme of that willingness. More significant examples of experimentation, however, were the following: the Automobile School, the first of its kind in the nation; the Evening School of Commerce, the first collegiate institution in the country devoted to the part-time study of business administration leading to a degree; and an evening college or College of Liberal Arts, which proved to be so much ahead of its time that it languished soon after its inception.

A greater challenge to traditional education, however, came not from individual courses but from the very premises on which these courses were built—the provision of terminal degree-granting evening programs for adults and cooperative day programs for younger students. Giving emphasis to and delineating the uniqueness of these programs was Northeastern's atypical organizational structure, which consisted of two basically autonomous divisions: an Evening Division, under the direction of a dean, which provided all of the adult, part-time, after-six programs; and a Day Division, under the direction of a vice-president, which conducted all of the day, full-time cooperative programs. Both of these divisions emerged quite naturally in the evolution of the Institution.

At the very core of the Institute had been the belief in adult evening education. Scorning the notion that evening courses should be simply incidental or supplementary, Director Speare and his associates pioneered programs that would impart fundamental skills in a structured format to their students, many of whom were already employed in areas that the programs encompassed. Thus in addition to the schools already mentioned, there was also a School of Advertising and a School of Applied

Electricity and Steam Engineering, both of which were founded in the first decade of the century and both of which were designed for mature students interested in moving up in these new industries. Neither of these schools was long-lived; nevertheless, they clearly demonstrated a commitment to innovative and useful programs for adults. It was a commitment that would continue as the young Institute grew, became a college, and finally a university—a commitment that would eventually provide the precedent for the state-of-the-art courses and specialized programs for mature students that flourished in the 1960s and 1970s.

The second and even more radical educational idea was that of conducting day programs on the Cooperative Plan of Education. The idea was not original with the Institute. The first Cooperative Plan of Education had been introduced in the United States in 1906 at the Engineering School of the University of Cincinnati by Dean Herman Schneider of that Institution. Dean Schneider's plan called for alternating regular periods of college class work with paid periods of relevant and supervised work in industry. Such a plan was startling to educators who conceived of higher education as a four-year stretch of uninterrupted study. The basic premise of the plan was twofold: (1) practical work experience would enhance and make theoretical studies more meaningful and (2) the opportunity to earn while learning would make higher education more accessible. Although, in retrospect, the validity of such an idea seems self-evident—indeed on the threshold of the 1980s the incorporation of work experience as part of a degree is considered by many as the central issue in the future of American higher education, particularly professional education—this was not the case in 1906, nor was it the case in 1909.

Like so many incidents that are destined to reshape history, the introduction of the Cooperative Plan of Education at Northeastern came about somewhat casually. In 1917 Hercules W. Geromanos (Dean of the Evening Polytechnic in 1909 and Dean of the Cooperative School of Engineering from 1910 to 1917) described that beginning:

In the spring of 1909 I was appointed Dean of the Evening Polytechnic School of the Department of Education of the Association and, as part of my duties, was also to take charge of all the technical courses offered in the day, the first of which were to be started in the fall of that year.

Before the opening of the school in September, the prospectus of a proposed part-time engineering school, about to be started by a mid-western Association, came to my attention, and gave the starting impetus to the idea which since had developed into the Co-operative School of Engineering of Northeastern College.¹⁰

It would be difficult to overestimate the impact that the Cooperative Plan had upon Northeastern, for it was in this method of education that the Institution found the perfect expression of its promise of "a good education possible to every young man." The system of alternating work and study made the chance to pursue a college education possible for many who could not otherwise afford it, while the opportunity to test theoretical knowledge in practical work experience opened the way both to a better understanding of that theoretical knowledge and to a truer appreciation of the complexity and potential of everyday tasks.

Although the engineering program began slowly—eight students, four cooperating industries—it quickly gathered momentum. In 1917 Mr. Geromanos retired, and Carl S. Ell, who had been his assistant, succeeded him as Dean of the Engineering School. Like his predecessor, Dr. Ell was totally committed to the concept of "co-op." Dr. Ell's commitment is evident in the record of his first year in which he almost doubled the size of the cooperative student body from 160 to 235 and the number of cooperating industries from 27 to 42.¹¹

By 1919 the popularity of cooperative education had grown to such a degree that it became necessary to appoint a Director of Engineering Practice. The first man to hold this position was Philip C. Nash, who had previously been a practicing engineer with the Boston Transit Company. He was subsequently recruited by President Arthur Morgan of Antioch, and in 1921 moved to that Institution where he was instrumental in helping Morgan apply the principle to liberal arts, thereby initiating the now famous "Antioch Plan."

Meanwhile, Mr. Nash's brother-in-law, Winthrop E. Nightingale, became Director of the Northeastern Program. Under his aegis the College of Business Administration (founded in 1922) became cooperative in 1924, the College of Liberal Arts was founded on the Cooperative Plan in 1935, and the College of Education became the fourth college of Northeastern to conform to this pattern in 1953.

But this is to get ahead of our story. In 1916 the degree to which both of these ideas—terminal adult evening programs and cooperative day programs—threatened the establishment became clear when the Evening Institute applied to the state legislature for college status to be accorded certain of its schools. Following an investigation in 1914 by George H. Martin, former Secretary of the State Board of Education, it was determined that "all the technical and professional schools were of college or graduate grade." Nevertheless, a howl of indignation went up from the more conservative elements of Boston education. "They naturally felt," said President Speare later with commendable understanding, "that we were

treading upon hallowed ground and might in some mysterious way injure the standards of existing institutions.”¹²

President Speare, however, could afford to be understanding. Despite the protest, on March 30, 1916, the Secretary of the Commonwealth of Massachusetts signed into law a bill authorizing the incorporation of Northeastern College of the Boston YMCA. Henceforth that name would be applied legally to the Institute's degree-granting schools, the Evening School of Law, and the School of Commerce and Finance. It was also applied to the college-level programs of the Cooperative Engineering School, the Polytechnic School, and a new and short-lived Evening School of Liberal Arts. In addition to this triumph, there was the evident success of the Institute. By 1916 the aforementioned programs, together with the Institute's less sophisticated courses, including those offered through the Automobile School and the Association Day School, were enrolling 3,620 students as opposed to an initial enrollment of 418; the number of teachers had risen from 12 to 214; the number of courses from 20 to 336; and the budget from \$2,800 to \$185,418.¹³

That Northeastern was inventive and willing to try the untried was clear from the beginning. Its extraordinary responsiveness to community needs, its adherence to the principles of adult education by night and cooperative education by day, and its innovative programs had all been experiments, but perhaps its greatest experiment was in the kind of student it was willing to educate.

A stereotypical college man, as indicated in the introduction to this chapter, was a middle- to upper-middle-class boy who could not only afford high tuition but also years of preparation at the secondary level. Even state university students could afford four years of time off from the problems of earning a living. Northeastern, however, welcomed and indeed prided itself on providing opportunities for those who either because of poor preparation, financial distress, or even age could not find access to more traditional establishments. As Dr. Speare stated in 1916, “We stand ready and willing to admit you regardless of what you have done heretofore, and to modify our courses, adjust our hours and meet your needs, that if you are willing to sacrifice for the achievement of your educational ideal, will devote the time, energy and money necessary for obtaining a higher education, we are at your service.”¹⁴

But if admission standards were less than rigid, this did not necessarily mean that academic standards were below par. “Northeastern is easy to get into but hard to get out of” went the aphorism until the late 1950s when the rising tide of enrollment allowed for more selectivity in admis-

sion policies. Even then, however, the basic principle of providing educational opportunities to those who might not otherwise have them remained intact, a continuing challenge to the innovation and imagination of Northeastern's administrators.

In 1917 Frank Palmer Speare, in his "Annual Report of the President of Northeastern College and Its Affiliated Schools 1916-1917," furnished the basic text for the bustling energies of Northeastern: "The line of cleavage between Northeastern and the traditional college is distinct and definite. . . . Northeastern will never be orthodox. . . . On the other hand, it will not be radical, reactionary or unsafe. It will make no claims which it cannot substantiate, it will hold out no false inducements to faculty or students, but will seek to give every eager boy and man an opportunity to appreciate and obtain the best things in life."¹⁵

2

A willingness to be nontraditional dictated Northeastern's education policies, its selection of students, and its mode of presentation. Good, hard, traditional business sense, however, dictated its method of operation.

Established as it was with no endowment, appealing to students with little wherewithal, and unaffiliated with an institution or individual on whose philanthropy it could depend in moments of crisis, Northeastern was forced from the beginning to depend on its own adaptability and business acumen for its survival. No two persons could have been more aware of these circumstances than the Institution's first two presidents.

Frank Palmer Speare, the Evening Institute's Director (1896-1916) and Northeastern's first President (1916-1940) was an educator by profession, but he was also a man of business. During the 1920s he was often invited to appear before business groups as a "Public Speaker on Practical Subjects," and was praised by his peers as one "able to get down to the brass tacks in education."¹⁶ That he was able to start the University on almost nothing, sustain it through World War I, and then bring it through a major depression suggests that his peers were not speaking lightly in their praise of his accomplishments.

Northeastern's second President, Carl S. Ell (1940-1959), was by profession an engineer. He had come to the Institute in 1910 as an instructor in that field but stayed on for almost fifty years to engineer the University into a firm and enduring foundation. He possessed, to continue the analogy, an unerring eye for the nuts and bolts of a given situation and a genius for assuring that they would be put in the right place at the right time. The development of the campus on Huntington Avenue and

the growth of the colleges and enrollment stand as unerring testaments to this truth.

For both these men, the cornerstone of good business was hard work. They demanded it of themselves and of their colleagues. Early in his presidency Dr. Speare declared that "the person who works with one eye on the payroll and the other on the clock is slated for the scrap-heap," and this philosophy permeated the outlook of staff and students. The first issue of *Northeastern Tech* bears the warning: "The school is run by the corridor clock (above the bulletin board) and Prof. Pugsley's watch. Take due notice." This was not an injunction to watch the clock but to get to work on time, and the evidence is that those who stayed did exactly that. In June 1959, on the eve of his retirement, Dr. Ell spoke of the men who had served him on the Executive Council and announced that he had

hunted for men who had a willingness to work days, nights, and holidays, and with no greater allegiance to anything except to family.

Such men were found in Everett A. Churchill, William C. White, Milton J. Schlagenhauf, Edward S. Parsons, Lincoln C. Bateson, and Albert E. Everett, all of whom are now fifty to sixty years of age, all have been twenty-four hour men seven days a week, 365 days a year, who have thought Northeastern, slept Northeastern, dreamed Northeastern, and have made great plans for Northeastern and who with the help of the Executive Committee, Trustees, and Corporation have put together \$30,000,000 in assets for Northeastern.¹⁷

If hard work was one requisite of good business, the ability to make that work pay was another. In lieu of endowment or affiliation with an external organization that might be expected to pick up the tab in exchange for conformity to a particular ideology, the administration substituted a simple pragmatism. A program, an administrative structure, or an educational policy that worked and that attracted students, was retained; one that did not was dropped. Thus, for example, all of the following were disbanded: The Automobile School in 1926, the schools of Advertising and Steam Fitting in the teens, the first College of Liberal Arts in the mid-1920s, and the School of Law in 1953. In each instance, flagging enrollments in relation to cost determined the final decision to close. Nowhere was adherence to this policy more poignantly felt than in the closing of the Law School, the first school of Northeastern. Although Dr. Ell phrased the reasons for this action with gentlemanly tact, pointing out that the school no longer served a function that could not be equally well met by other schools in the area,¹⁸ the hard fact was that a drop in enrollment no longer made the program financially feasible.

An appreciation of good business principles also shaped the history

of Northeastern's separation from its YMCA parent, which was accomplished in 1936, five years after an outside consulting firm declared that the University would have

difficulty in attracting to the University Board men of influence and vision, outside of the Y.M.C.A. Directors, while such men have no actual control . . . of the University's management policies [and that] without an autonomous Board there would be difficulty in interesting large givers, particularly the Foundations and higher education "philanthropists" of the country. Persons of large means might properly hesitate to give to an institution whose control lies with another organization founded primarily for other than educational purposes.¹⁹

These same business principles dictated the form of Northeastern's internal organization, which was highly centralized at a time when financial solvency demanded unanimity and total coordination of all aspects of the University.

Nowhere, however, was the sense of the dollar more evident than in the physical development of Northeastern. As the decade of the Depression opened, Northeastern had one building (the South Building, now called Botolph), which the YMCA gave to the University in 1930. It had an athletic field in Brookline, three acres of land on Huntington Avenue, acquired also through the generosity of the Association, and almost no assets. A decade later in 1940 the Institution had, in addition to its previous holdings, one totally new structure (West Hall, later renamed Richards Hall), one building under construction, and \$2,500,000 in assets. In 1959 Northeastern boasted eleven structures, approximately 14.5 acres of land on Huntington Avenue, and total assets estimated at almost \$30,000,000.²⁰ In the jargon of outsiders, "a miracle had occurred on Huntington Avenue." And indeed it had, but it was an event that might be better attributed to shrewd economic sense than to any celestial intervention.

Finally and inevitably—for flexibility is a part of pragmatism—Northeastern was flexible, but it was also determined. During its first sixty years, the University confronted five potentially catastrophic events—World War I, the Great Depression, World War II, the postwar boom, and the launching of Sputnik. In each instance the Institution not only rode out the storm but also modified its design in such a way as to emerge from the conflict stronger than before.

World War I, the Depression, and World War II threatened to deplete the enrollment, and hence revenue, to the vanishing point. Dr. Speare in his "Report of the President of Northeastern College for the Year 1918–19" addressed the problem of decreasing enrollment and revenue and also

stated the attitude that Northeastern was to maintain consistently in the future: "At the outbreak of the War the Trustees went on record to the effect that the standards of the school must not be allowed to suffer, and that we must plan to emerge from the hostilities with our organization intact." Specifically these plans meant that the Institution added to its programs "courses bearing upon the national needs," and in addition to accelerating its work and increasing its general efficiency, "a number of special war courses were established and maintained."²¹

Adjustments made during the war included the following: the admission of three hundred women from the Boston YMCA who attended courses in the Automobile School to perfect skills that would allow them to qualify for a needed public service; the introduction of a Student Army Training Corps (SATC) program that took over the Cooperative College of Engineering from 1917 to 1918; and the establishment of a branch of Northeastern in Worcester, Massachusetts. All of these programs brought education to an entirely new constituency; they also brought an entirely new constituency to Northeastern and stemmed the attrition caused by the draft.

It was during this war period that President Speare boldly declared that "if the business shrinks in any particular school, the expenses of that school will be cut accordingly or the faculty in some way will raise sufficient revenue through their personal efforts to meet the situation. Should one school suffer somewhat and another school not, an effort will be made to share the difficulties and to strike a balance between them."²²

Through such effort, Northeastern not only survived the war but also demonstrated that it was willing and able to change when such change could be justified in both educational and practical terms.

After 1918 when needs shifted, many of the war innovations were dropped for the same practical and educational reasons that programs had been dropped earlier, although the idea of treating the University as a balance of units was retained to become a permanent part of Northeastern's administrative policy.²³ Of the programs that were disbanded, many would later resurface in new forms. Thus SATC can be seen as a forerunner of ROTC, which was established in 1951; and the admission of the YMCA women can be viewed as a precedent for the introduction of coeducation, which became a permanent feature of the University in 1943. The 1917 Worcester branch campus continued into the 1920s, and in 1919 and 1920 other branches were set up in Providence, New Haven, Bridgeport, and Springfield. In the 1930s when the decision was made to focus attention on the Boston campus, these associations were dissolved. From their dissolution, however, emerged five present-day institutions: Worcester Junior

College, Roger Williams Junior College in Providence, New Haven College, Bridgeport Engineering Institute, and Western New England College in Springfield. More important, the idea of branch campuses, when conditions warranted, became a part of Northeastern's tradition.

The threat posed by the Depression was, if possible, even more serious than that posed by World War I. During the war there had been some cutbacks in the Cooperative Plan of Education, largely caused by a need to accelerate courses and by the attrition of students eligible for "Co-op" assignments. In the 1930s this situation was reversed: now there were a disproportionate number of students in relation to available jobs. At its lowest point cooperative employment had sunk to 42 percent of the students enrolled.²⁴ Pressure to abandon the program was heavy, but perhaps no better example exists of the University's determination, flexibility, and commitment to hard work than the steps it took to retain this educational system. Reluctant to give up cooperative education, the administration left the basic policy unaltered but modified the job requirements of the program.

Traditionally the cooperative students had alternated semesters of relevant work with study. Now they were offered several options. They could remain in college for continuous semesters until a job opened up, during which time they would be allowed to take noncredit but nevertheless free enrichment courses in liberal arts taught by Northeastern faculty as an overload and for no extra compensation. They might take a temporary job even if it did not extend for a full semester, or they might take a job that had no perceivable correlation with their fields of study but which did at least fulfill the requirement of practical work as part of the undergraduate experience. In the meantime, members of the Department of Cooperative Work continued to visit companies even though no positions were available, thereby maintaining a continuity of relationships with the business-industry community and establishing an important function of the Department.

The third crisis, World War II, confronted the University with some of the same problems mentioned above—the by now familiar threats of severe attrition and the potential collapse of the Cooperative Plan of Education. The University responded to the first threat much as it had in 1917, by introducing new programs that would bring in new students. In 1939 Northeastern opened a Civilian War Training Program that would allow reserve groups of the army, navy, and marines to complete their college education before going on to active service. In 1943, with the authorization of the War Department, it initiated an Army Specialized Training Program; and between 1940 and 1945 it offered an Engineering

Science Management War Training Program (ESMWT), which was given free at government expense as a wartime service to prepare people for business and to upgrade the skills of those already in business.

Of all the programs, ESMWT was to prove the most significant, for it opened the way for the Bureau of Business and Industrial Training of Northeastern's Evening Division, established in 1954, and subsequently provided the model for its Department of Continuing Education. Also during this period, Northeastern altered its admission policy: In 1943 the administration decided that from henceforth women would be admitted to the basic day colleges.²⁵

With students going off to war, the feasibility of continuing the Cooperative Plan of Education again became an issue, but once more the University proved itself capable of adapting without fundamentally altering this basic commitment. Although the administration was forced to abandon many of its cooperative programs in the interest of acceleration, it made clear that this was an expedient and temporary move. The Department of Cooperative Work continued in operation much as it had during the Depression and, when the war crisis passed, the Cooperative Plan of Education was promptly reinstated in full force.

Although two wars and a depression might seem at a cursory glance the most traumatic experience a young and struggling Institution would have to face, the postwar boom was in some respects an even more severe test of Northeastern's ability to adjust to external pressure. The sudden influx of veterans not only threatened to inundate the limited facilities of the Institution, but also created a need for different programs more suitable to the demands of the postwar world.

Resisting the temptation to educate as many as possible as quickly as possible, and adhering staunchly to the principle of cooperative education by day, the University added only those day programs that were suitable to the Plan. Thus in 1953 the College of Education became the fourth college of Northeastern. Its undergraduate curriculum made use of a new Teacher Internship Plan designed to prepare teachers for public, elementary, and secondary school positions. At the same time the administration authorized expansion of the Evening Division to include students who could not be accommodated in the Cooperative Day Division.

In 1945, the Evening School of Business embarked on a restructuring process that saw the subsequent development of eighteen professional programs leading to a degree of Bachelor of Business Administration. The Lincoln Institute, originally established in 1927 to carry on the technical

offerings of the Evening Polytechnic School, was upgraded and modernized to provide associate degree programs with specialization in specific fields. The Evening College of Liberal Arts was expanded to include a Bachelor of Arts degree program in addition to the Associate in Arts programs that had been available since 1940.

Nor was adaptation confined to undergraduate studies. To increase junior faculty without substantial cost, a small graduate program was introduced in the departments of Chemistry and Physics at the tail end of the Depression. Teaching fellows monitored undergraduate laboratories and taught introductory courses in return for the chance to do their own graduate work. (The first master's degrees were awarded in 1942.) With the emerging importance of advanced courses as a method of training persons for the highly specialized jobs that were becoming increasingly prevalent in the wake of World War II, Northeastern expanded its graduate offerings. In 1948 the Evening College of Engineering added six master's level, although not degree-granting, programs. In the 1950s the Day College of Engineering introduced three curricula leading to the Master of Science degree. In 1951 the Evening School of Business began providing the Master of Business Administration, and in 1953 when the College of Education was founded, its offerings included programs leading to the Master of Education degree.

Closely correlated with the growth in graduate programs was a growth in research. Between 1940 and 1959 the research budget expanded from almost nothing to approximately \$350,000. The addition of graduate work and research to a primarily undergraduate institution represented a perfect marriage between Northeastern's educational commitments and its business acumen, for these programs were to be countenanced, said Dr. Ell, only to the extent that they "increase the efficiency and effectiveness of the teaching process."²⁶

On October 3, 1957, a fifth "cataclysmic event" literally flashed across the night sky. The Soviet Union had launched Sputnik, the first successful space satellite, and almost overnight the nation found itself caught up in a technology race that was to dictate much of the shape of higher education for the next two decades. This race, however, was not to be Dr. Ell's concern.

On June 26, 1959, the retiring President, in an eloquent farewell address to the Board of Trustees, noted that "Northeastern grew out of an idea." It was an idea to which sixty years of history had given a "local

habitation and a name" and, more important, a rich legacy of values. In later days the administration, faced with hard decisions, could look to these values confident that they would provide support to the University in its efforts to "grow and flourish, spread beyond its original bounds and serve mankind well when it comes to the season of fulfillment."²⁷

"The season of fulfillment," however, was to be in the guardianship of new hands. Four days later Northeastern's third President, Asa Smallidge Knowles, assumed office, and the University faced a rapidly changing world under a new administration.

II

Presidential Selection and Inauguration

IN JANUARY 1958 CARL S. ELL, HAVING REACHED THE AGE OF SEVENTY, announced to the University that he would retire as of June 30, 1959. The announcement was not unexpected. Five years earlier on the occasion of his sixty-fifth birthday, the issue of retirement had surfaced and had been quickly tabled. That Dr. Ell would have to leave sometime, however, was understood. That he would do so when he felt the time was appropriate and the reins securely transferred to other hands was equally taken for granted. In his announcement he assured the community that he was making his statement early "so that the Board of Trustees and myself can be sure we have the right new president of this Institution before the present one steps out."¹ Those who knew Dr. Ell well, however, knew that the choice had already been made, and by the President himself.

The notion of selecting a major university official by fiat of the incumbent may unsettle some readers who take for granted the contemporary practice of large search committees sifting hundreds of applications and who assume that the problem of succession involves all university members at every level. That, however, was not the situation at Northeastern in 1958. If a ripple of concern stirred the University community that brisk January morning, it was only because

Dr. Ell was leaving, not because anyone worried over who would come next. The President, whose devotion to Northeastern was so well known it had earned him the nickname "Mr. Northeastern," would choose, and the choice could be trusted.

How complete was that trust is evidenced in the minutes of the Board of Trustees. As early as May 1956, reference is made to the "important matter of naming a University building for Carl S. Ell to take effect upon his retirement,"² but there is no open session either in that year or in any of the subsequent years dealing with the question of who would be his successor. That matter was dealt with completely in closed and confidential sessions. Only parties directly concerned had anything to say; others could merely speculate. The astute, however, guessed the choice as early as the winter of 1957. In January of that year Dr. Ell had presented to the Board of Trustees his recommendations for honorary degrees to be conferred at the June commencement. Conspicuous on the list was the name of Dr. Asa S. Knowles, currently President of the University of Toledo but once a member of the Northeastern family. To those who knew both Dr. Ell and Dr. Knowles, the selection seemed particularly significant.

1

Asa S. Knowles had originally come to Northeastern in 1931, fresh from Bowdoin and a year at the Harvard Business School. He was to be an instructor in Industrial Management, but his rise through the ranks had been meteoric. By 1935 he was an Assistant Professor; by 1936 he was an Associate Professor and Acting Head of the Department of Industrial Engineering; and by 1937 he was permanent Head. In 1939 when the colleges of Engineering and Business, which had been operated as a unit with Dr. Ell in charge, were divided, each with its own dean, Professor Knowles was appointed Dean of the College of Business Administration and Director of the Bureau of Business Research, as well as Professor of Industrial Management. In the meantime, Professor Knowles had earned his master's degree at Boston University and had published a handful of articles as well as a text on industrial management. This was the sort of ambitious young man in whom Dr. Ell delighted. Some, indeed, speculated that the colleges had been divided in order to give Dr. Ell's prodigy fresh fields to till.

In 1942, however, Dr. Knowles received a challenging offer from the University of Rhode Island to become Dean of its School of Business Administration and Director of the General College Extension. It was an opportunity not to be missed, and reluctantly he tendered his resignation.

There was no question that Dr. Ell was deeply disappointed. Although in ensuing years both men would generously praise the accomplishments of the other, a break had been made, and for the next fifteen years their paths seldom crossed. That Dr. Knowles was chosen as the recipient of an honorary degree after all those years was a clear signal to many of what was in the wind.

Even to those not privy to the inner circle of deliberation, the criteria for the new President were clear. He must be someone who was not only familiar with the University and sympathetic to the concept of cooperative and adult education but also capable of dealing with some of the problems that the University currently confronted. A brief survey of the minutes of the Board of Trustees and of the Executive Council indicates some of the most prevalent of these problems.

Enrollment. By 1956 the University had 13,000 students, the largest enrollment ever, and by 1958, 18,000 students, "representing capacity." Authorities, however, forecast that the college population in general would double by 1970. Therefore, "it would be reasonable to assume that Northeastern enrollment would increase to 9,000 day and to 18,000 evening students . . . if the University was to contribute its share in this future national responsibility."³ The next President, therefore, would have to be someone with flexibility and imagination to develop academic programs in a way that would make them continually responsive to the demands of this burgeoning enrollment.

Development. In 1934 the University had initiated its first "Master Plan," and consistently throughout the next twenty years it had added land and structures. Even before the Plan was completed, however, it was clear that more development was in order. "An aggressive attitude of acquiring land must be continued," and Northeastern must adopt a new policy, that of announcing immediate needs and long-range needs "so that possible benefactors may consider the needs of Northeastern."⁴ The next president, therefore, would be ideally a person well versed in the intricacies of university development.

Status. Although Dr. Ell was himself a very private person and not given to public relations, he was aware as early as 1953 that the University "had further to go to become . . . 'socially accepted' . . . [and] needed to attract national and social prominence. Otherwise the University would continue to labor in the shadow of outstanding universities such as are in the Boston area."⁵ The new President, therefore, had to be a person sensitive to the issues of the larger community and capable of communicating his Institution's sensitivity to that community.

Solvency. Over and over again like a drum roll underscoring all

other considerations is the note of fiscal responsibility. No idea was ever too intriguing, ever too enticing, to be considered apart from its ability to pay for itself. In the face of mounting pressures for expansion, however, the temptations to overspend were becoming increasingly acute. To have done so, of course, would have been an anathema to Dr. Ell, who prided himself on being able to account for the price and use of every pencil. The new President, then, had to be a person unusually well schooled in the intricacies of a management that each day was growing more and more complex.

Understanding. "Northeastern is committed to Cooperative Education by day and Adult Part-time Education by night." Sixty years of hard work had gone into this commitment, and to retain this identity was top priority. No person who could not clearly demonstrate that he understood, sympathized with, and would carry on such a commitment would even be remotely considered.

Reduced to a single requirement, the next President would have to be one in whose judgment Dr. Ell had implicit faith. The obvious in-house candidate was Dr. William C. White, Vice President and Provost of the University, who many automatically assumed would become the third President. A tall, distinguished-looking man with an infectious smile, an easy-going personality, he was well liked by both staff and students and knew the University thoroughly.

In 1921 William White had come to Northeastern as a student. Four years later he was graduated with honors from the College of Engineering, and in 1926 he became a member of the faculty of that school. In 1940 he was appointed Dean of the College of Engineering and Director of the Day Division. In 1953, although Dr. Ell did not part lightly with titles, Dr. White became Vice President. In 1957 the post of Provost was created for him.

In his role as Chairman of the Executive Council, which was responsible to Dr. Ell for the day-to-day administration of the University, Dr. White not only had the close attention of the President but also his complete trust. Thus the assumption that he would become president was well founded, but those who made such a judgment reckoned without the feelings of Dr. White himself. In spite of his proven managerial skills, which were demonstrated by his central role at the University and by his easy talent for getting along with others, he had no appetite for fund raising and for public appearances, requisites for the office of President. In spite of his unflagging energy—he could arrive at the office at six in the morning, remain until six in the evening, and still take on a few sets of tennis—he preferred to expend that energy on the internal workings of the University

rather than in the public arena where both Dr. White and Dr. Ell correctly foresaw the new President would have to spend much of his time.

With Dr. White out of the picture and with the wisdom of hindsight, it seems inevitable that Asa Smallidge Knowles would become the third President of Northeastern. The experience that he gained after his separation from the University seemed to have been tailor-made to equip him to return to its leadership. In fact, in light of the above criteria, Dr. Knowles had everything.

That Dr. Knowles had managerial skills had been amply demonstrated by his stint at the University of Rhode Island, where he had been recruited in 1942 to organize its School of Business Administration and the General Extension Division. He had rapidly established both of these on a secure footing while also juggling government contracts and courses into the largest Engineering Science Management War Training Program in New England, superseding even that of Northeastern, which was then second largest. He had further sharpened this organizational ability to a fine point in his next position as President of the Associated Colleges of Upper New York State, where he went in 1946 and where within six weeks he effectively materialized three separate colleges literally out of nothing.

The three colleges, strung out across the northern half of the state, were to have served the undergraduate educational needs of veterans returning from World War II. Although each was scheduled to open in the fall of 1946, by August of that year, when Dr. Knowles was retained, not so much as a pencil had been authorized. Under his direction that situation changed radically. Within weeks three abandoned army bases were transformed into dormitories, classrooms, and offices; a staff was hired, programs were planned, and the three colleges opened right on schedule: Champlain on September 23, Mohawk on October 16, and Sampson on October 23, 1946. It was a feat that would earn for Dr. Knowles the reputation of one who did not so much as cope with red tape as devour it. This genius for management was to demonstrate itself again at the University of Toledo, to which Dr. Knowles went as President in 1951 and where "the eight years of his administration . . . gave a convincing demonstration of what a well-managed institution could do."⁶

Supplementing his general administrative abilities was Dr. Knowles's knowledge of business and financial management. While at the University of Rhode Island, he had worked with local CIO officials on Worker Education programs for the union, learning first-hand the intricacies of collective bargaining, labor economics, and labor relations. Further, his handling of the financial complexities of the Associated Colleges was legendary, for although the state had been quick to reap credit for the project,

it had not been so quick to legislate funds. Only Dr. Knowles's timely negotiations with the federal government saved New York from harvesting bankruptcy in the place of kudos.

Dr. Knowles also possessed developmental experiences that he had garnered as Vice President of University Development at Cornell, 1948–1951, and as an added attraction, if that were needed, he had national visibility. In 1953 when President Ell had mentioned the need for Northeastern to attain greater prominence, he had suggested an endowed chair as one way of attracting well-known names to the University. If Dr. Knowles could come, however, he would arrive with a name already known not only to those in education but also to many in industry, labor, the government, and the foundations. His journal publications alone, on such diverse topics as "Getting the Industry Best Suited to the Community," "Management Trends," "Higher Education and Technical Progress," and "Education as an Instrument of National Policy," were well known, but his text, *Industrial Management*, originally published by Macmillan in two sections as *Management of Manpower* and *Production Control*, copyright 1943, had swept the field. Reissued first in 1944 as a single volume, the text subsequently underwent numerous reprintings. In the first few years it was adopted in 150 industrial management programs, including the Engineering Science Management and War Training Program at various colleges and universities. Even as late as 1960 Dr. Knowles was approached to update the work, which continued to serve as a definitive text throughout the country.⁷

In his twenty-year odyssey since Boston, Dr. Knowles had indeed acquired a national reputation. The details are far too numerous to include here, but it is worthwhile to note as an indication of this image that shortly after assuming the presidency of the University of Toledo, Dr. Knowles was directly solicited by President Harry S. Truman to become Director of the Wage and Salary Administration. "In a crucial decision that would have changed my life from the world of the academy to that of politics, I declined." But if these credentials were enough to assure that his appointment would be appropriate and favorably looked upon by the educational community at large, they would be as nothing if they were not also accompanied by the confident approval of the inner circle of Northeastern and the total trust of Dr. Ell.

During his tenure at Northeastern, Asa Knowles had been both popular and highly respected. "He was," as a faculty member at the inauguration would remark, "one of us." Further, his commitment to the concept of cooperative education and by extension to part-time programs that trained for professions was well known. His ex-colleagues knew it first-

hand, but others who had come recently had only to peruse some of his articles to realize how heartfelt that commitment was. "Management must not overlook the necessity for training leaders. . . . Tomorrow's leaders must be trained today." "[Students] can justly place some blame on the schools for failing to prepare young people for the adjustment from the classroom to the workshop." "National prosperity and security could suffer for lack of trained manpower in certain professions requiring highly specialized training unless those being educated are encouraged to undertake careers in which there are shortages."⁸

Most important, the President trusted Dr. Knowles. Even his 1942 decision to resign, which Dr. Ell had regretfully accepted, had confirmed his respect for the younger man's judgment, particularly when the arc of Knowles's career had so clearly demonstrated the correctness of his choice. In fact, an amusing sidelight to note is that when Dr. Knowles actually did return, Dr. Ell would often refer to the intervening years as a "leave of absence," as if he had approved the move all along. Dr. Knowles on his part was staunch in his admiration for the President and had consistently accorded the older man credit for "giving me the background and the expertise" that was particularly necessary to organize the Associated Colleges. No, the issue of who *should* follow Dr. Ell was not a problem, but who *would* follow him was another matter.

On June 6, 1957, while riding to commencement on the bus to receive his honorary degree, Dr. Knowles was approached by Vice President White, who asked if he would consider assuming the presidency of Northeastern. Dr. Knowles was frankly surprised. While pleased to have been invited back into the Northeastern family as the recipient of an honorary degree, he had no idea of how extensive that invitation would be. In fact, twelve months of negotiations passed before he gave his final answer.

At issue during these months was not any question of philosophic disagreement. Both parties were totally satisfied that they shared a similar understanding of Northeastern's goals and traditions, its vigorous democracy, and its dedication to cooperative education, adult education, and community service. Nor was any question of desire at issue. As indicated above, Northeastern wanted Dr. Knowles. Dr. Knowles, for his part, was ready to return to Northeastern. After eight years he felt that he had accomplished everything that he could at Toledo. Both his own and his wife's family were in the East. And the prospect of guiding the still adolescent Northeastern, which he already knew and loved, into a meaningful maturity was an exciting challenge. Both parties, however, were astute in business, and the details of compensation and mutual responsibilities would have to be carefully worked out if a happy marriage was to be

assured. Thus began a year of correspondence, cloaked in total secrecy in accordance with the wishes of Dr. Ell, who shuddered at the notion of outside eyes prying into what he considered as strictly a private affair.

In the spring of 1958, almost two years after Dr. Ell had made up his own mind and six months after he had assured the student body that "the Board of Trustees and myself . . . [want to be] . . . sure we have the right new President of this Institution before the present one steps out," the assurance was guaranteed.⁹

In keeping with the decorum of the proceedings, Dr. Knowles was invited from Toledo for dinner at the venerable and appropriately named Union Club. Present were Dr. Ell and Robert G. Dodge, the first teacher in Northeastern's School of Law, the first non-YMCA member to chair the Board of Trustees, 1932-1936, and the first Chairman of the Northeastern Corporation and Board of Trustees, 1937-1959. Also in attendance were Frank Richardson, Vice-Chairman of the Corporation and Board of Trustees and also a founding member, and David F. Edwards, Chairman of the Executive Committee of the Northeastern Corporation since 1957 and soon to become a fast friend of the new President. After dinner and conversation, Dr. Knowles was formally requested to step from the room. Within minutes he was ushered in again. "If you wish the position," declared Mr. Edwards, "it is yours." The new President had been chosen.

2

Although Dr. Knowles officially assumed office on July 1, 1959, the inaugural ceremony did not take place until September 8. That morning dawned—one of the hottest and muggiest in recent Boston history. The weather, however, could in no way dim the high spirits and sense of anticipation that pervaded Northeastern University's campus on Huntington Avenue.

The event marked the culmination of months of intense and rigorous planning. Every detail of the day—the early afternoon dedication of the Graduate Center, which marked the fulfillment of Dr. Ell's first development plan; the elaborate inaugural ceremony, which was the University's largest celebration ever; the afternoon tea for friends of the University; the faculty dinner that evening—all had been arranged carefully to project the image of a university prepared to embark, as the Reverend Charles W. Havice would note in his inaugural invocation, "on to high adventures of mind and spirit."

Following the dedication ceremony, precisely at 2:30, a procession of delegates, consisting of four hundred representatives from over three

hundred colleges and universities and fifty-eight societies, began to move from Cabot Cage down Huntington Avenue and across the quadrangle toward the auditorium to the strains of the "Festive March." The group was the most impressive assemblage Northeastern had ever marshalled, and its presence served to underscore Northeastern's new role in the larger educational community that would be so distinctive a part of the Knowles administration.

In the auditorium, crowded with well-wishers and dominated by a dais on which the officials gathered before a freshly painted nine-foot logo of the University, the inaugural speeches began. Dr. Havice, Northeastern's chaplain, delivered the invocation: "While he leads colleagues and students on to high adventures of mind and spirit, may his firm hold on Thee be a persuasive influence for all to achieve that which is enduring and excellent."¹⁰ The speakers—Dr. Owen B. Kiernan, Commissioner of Higher Education for Massachusetts; the Honorable John B. Hynes, Mayor of Boston; and Dr. Harold Case, President of Boston University—extended their greetings. Then Robert Gray Dodge, now Honorary Chairman of the Board of Trustees, introduced Dr. James R. Killian, Chairman of the Corporation of Massachusetts Institute of Technology, who delivered the inaugural address.

The recurrent theme, as is the wont of all such greetings and addresses, suggested that the future was indeed uncertain, but that Dr. Knowles would be able to meet the challenge. At the conclusion, Byron K. Elliott, the newly elected Chairman of the Corporation and Board of Trustees, extended to the new President the keys and charter of the University and placed on his shoulders the great seal of Northeastern, a gold octagon emblazoned with a laurel and the words, "*Lux, Veritas, Virtus.*" "Yours," he said, "will be the great privilege of leading Northeastern to the fulfillment of its 'great promise for the years to come.'"¹¹ A round of applause, both literally and figuratively warm, broke out. The emblem of presidential office had been an innovation specially designed by Tiffany's for this occasion, and its ritual placement emphasized the dignity of the ceremony and the status of Northeastern.

The new President's own inaugural address was brief but eloquent. He called attention to the new administration's indebtedness to the past, its awareness of the present, and its hope for the future: "It is the task of those of us in positions of responsibility at Northeastern today to have visions as great as those who had the responsibility of providing leadership for Northeastern in the past. It is our task to equal and even surpass our predecessors in the implementation of these visions . . . [so that] . . . this University will achieve 'that greatness which is her destiny.'"¹²

As the academic procession retired to the strains of "March Her-oi-que," a spirit of confident goodwill swept the audience. The new President had shown himself to be sympathetic, confident, and forward-looking. Dr. Knowles's interest was clearly with the continuing and expanding prosperity of the Institution. It was the kind of sentiment with which the Corporation (largely made up of businessmen), the alumni (the majority of whom were rising in the ranks of business and industry), and the faculty (already anxious in the atmosphere of the late 1950s to expand their own professional growth) could easily sympathize.

Dr. Knowles and his colleagues had reckoned well. Reasoning that inauguration day was one on which to establish the tone of the new administration and not one on which to raise issues that might be potentially partisan or divisive, they had planned that each event would reveal a particular aspect of the University. The dedication of the Graduate Center, for example, had been carefully orchestrated to focus full attention on the accomplishments of the retiring President and to give formal recognition to those persons who had contributed to the building. The event had served as a punctuation point to a distinguished career.

The brilliance of the inauguration ceremony itself had been carefully calculated to convey the sense of grandeur, dignity, and stature of the University at this present moment, although there was, nonetheless, something slightly ironic in the grandeur of those proceedings. Dr. Knowles himself was not a man who particularly relished ceremonial honors or hankered after the symbols of recognition. Being asked to assume leadership of an institution he respected had been to him sufficient recognition of achievement. He was convinced, however, that form is an essential in conveying the content of an idea to the public at large—hence the great academic procession, the nine-foot logo of the University, and the golden lavalier.

The afternoon was designed to balance this public image with a private one. At 4:30 in the Edwin Sibley Webster Reading Room of the Library, a reception was held for President and Mrs. Knowles. Here, in the more homey atmosphere of bookshelves, carpets, silver tea urns, and crystal punch bowls, people could actually shake hands, exchange a few private words of congratulation and reaffirm the sense of intimacy that was part of the Northeastern heritage.

At 6:30, with the temperature in the nineties but spirits refreshed by the afternoon's pause, representatives from the alumni, the students, and the entire faculty gathered in the main gymnasium of the Physical Education Center for the faculty dinner. After the invocation by Wilfred S. Lake, Dean of the College of Liberal Arts, and the reading of the Special

Tributes, Provost William C. White extended greetings from the faculty and struck the thematic note: "We of the faculty look forward with confidence towards further progress at Northeastern under the able and vigorous guidance of President Knowles." George C. Thompson, '30 Engineering, spoke for the alumni and continued the theme: "We have seen the first two phases of Northeastern's development. . . . We now enter a third stage of development. What form this will take we do not know." And John Quinn, '61 Business Administration, represented the student body and reiterated: "We wish you a long, fruitful and happy administration, destined to bring the University, in increasing measure, to greater heights of excellence in its service to youth."¹³

The President's speech that evening, appropriately titled "A Look Ahead," was more specific than the essentially inspirational address he had delivered earlier. Dr. Knowles was speaking now, not to the community at large who needed only assurance that Northeastern would do its best to "achieve her destiny," a challenge that had been proffered by Dr. Killian, but to the community that must work together to fulfill that destiny.

In this context, Dr. Knowles recognized that mere generalities would not do, and he plunged directly to the point—that is, he made clear his own educational convictions. Without hesitancy he supported the University as "it is committed to an educational venture which is a partnership with business and industry in the education of youth and adults." He stood squarely behind the concept of the Day Colleges' restricting themselves to professional and general courses of study that lent themselves to the Cooperative Plan of Education, and to evening programs that met the special needs of adults. His educational philosophy was not elitist in that he agreed with his predecessor that "young men and women who are competent to profit from college . . . [should be] . . . privileged to earn a degree." But lest this principle be misunderstood as an invitation to admit any student who would only have to be weeded out later, Dr. Knowles also made it quite clear that he considered competence ascertainable, and that Northeastern must "strive to improve the quality of [the] student body and graduates by improving [the] selection of students and enhancing the quality of instruction." Nor were his standards for the Institution to be any less exacting: "We shall strive constantly to improve our efficiency, organization and staff."

The new President's philosophy of education was, in fact, very much in the pragmatic tradition of many American educators. He conceived of the process as goal-oriented—that is, as a means "to train and replace . . . leaders in all fields of activities," as a means "to educate manpower

to meet the nation's needs," and as a means to provide necessary and meaningful career skills. None of this, of course, came as a surprise to his audience, for Dr. Knowles had already written extensively on all these points.¹⁴

What was perhaps a more vexatious unknown was how the new administration intended to implement these convictions, what it intended actually to do. Dr. Knowles's approach was carefully oblique: "Sometime in the near future important decisions must be made. To obtain good answers, we must first ask good questions. Perhaps some will be disappointed when I do not give you the answers here tonight, but I am sure that you will understand that in an academic institution, of all places, decisions should be made only after taking the time for careful study and considered judgment."¹⁵ Nonetheless, he made quite clear that evening the directions in which he felt the University should go.

Under the guise of questions, a paradigm for future activities was outlined: Should the University have a new evening college? Should the University expand geographically? Should regular adult programs be projected as day programs? Should the University appoint faculty members to do research only? As one faculty member remarked sixteen years later, "It was all there on September 8, 1959." Dr. Knowles, however, was far too experienced an administrator simply to deliver directives. He assured his audience that an Advisory Committee would take these questions under consideration, and this move in itself indicated a new departure, for such a committee would consist of faculty as well as administrators. And those with ears to hear understood that a new era of participation was approaching.

Dr. Knowles's address had been carefully calculated to satisfy any questions of where he stood, to point the way toward the future, and to make clear that the new administration was to be an open one. At the same time he assured the older staff that he understood the value of yesterday: "Northeastern is a unique Institution. . . . There is no advantage in making changes just to do things differently, and no advantage in undertaking new ventures just to do something new."¹⁶ That this message was well received and approved was manifest in the round of applause that greeted it. A well-planned day had gone forward without a flaw.

As a footnote, however, it is amusing to record one unplanned event of that day, which as much as anything was to suggest the character of the new administration. Although the evening had been designed as a relatively formal affair, by 7:00 the heat in the gymnasium had risen beyond all calculation, and by 8:00 every man in the room, following the lead of the head table, had removed his jacket and was down to shirt sleeves. Dr.

Knowles was not an informal person, but faced with the unforeseen, his common sense and an instinct for survival prevailed. It was an appropriate omen for the future.

III

A New President: Goals, Strategies, and Structures

ON NOVEMBER 12, 1959, DR. KNOWLES ADDRESSED THE CORPORATION for the first time: "I know that members of the Corporation will not expect me to outline plans for the future development and growth of Northeastern University. Thus far I have been in office four months, and it would be unwise for me to try to present any definite plans for the future at this time."¹ It would have been ingenuous, however, for any member of the Corporation to assume that the third presidential administration at Northeastern had entered into office a tabula rasa, naively waiting for fate to write on its blankness the path of the future.

The questions that Dr. Knowles had posed to the faculty and staff on September 8, 1959, already represented the direction in which he foresaw the University moving. Even earlier, On July 1, upon officially assuming office, he had distributed a list of committees to the University community. The list included not only the usual University Council, University Cabinet, Women's Cabinet, Committee on Social Activities, and Library Committee, but four entirely new advisory committees: Planning, Graduate School Policy, Research Policy, and Faculty Policy. It was evident from the very names of these groups what aspects of University life the new President felt needed special attention.

In spite of Dr. Knowles's low-key approach, there was from the beginning a strong sense of the direction in which he intended to steer the University, and no one could have been surprised when two years later these goals were finally articulated explicitly in a Draft Plan for University Development:

The image of Northeastern will be recast . . . from a school serving undergraduate commuters who must earn while they learn to a university stressing broad educational values of the Cooperative Plan at both the undergraduate and graduate level . . . [and] . . . pioneering efforts in the extension of cooperative education into other scientific and professional fields. . . . [It will promote] an undergraduate student body recruited as transfers from junior colleges and liberal arts colleges as well as from high schools. . . . [And it will develop] a center for graduate study and research [and] a center for adult and continuing education with programs under continuous development to serve the evolving needs of the community.²

In other words, the new administration envisioned the transformation of the Institution from a primarily undergraduate commuter school into a full-fledged, multifaceted university that would retain its commitment to cooperative education and to adult and continuing education but that would have a much larger enrollment and more sophisticated programs.

To effect this transformation, Dr. Knowles fixed on a strategy derived from his own text on industrial management:

The profitable operation of industry is dependent upon good management. This means more than knowing just the principles underlying the managing of a manufacturing enterprise. It requires an understanding of their application so that each branch of the business is a part of an efficient working organism, each function properly conceived, coordinated, and executed. It demands discrimination in selecting the things to be done and the people to do them. It demands the elimination of the unnecessary and the inefficient, and a constant striving to preserve and improve the devices of demonstrated value and usefulness.³

Although this paragraph pertained to the successful conduct of an industrial enterprise and had been written well over a decade before Dr. Knowles assumed the presidency of Northeastern, he had no reason to believe that its basic tenets were any less applicable to the successful operation of a university on the threshold of the 1960s.

In the same text Dr. Knowles also wrote: "Nothing is more important to sound management than systematic planning based on previous performance and business judgment."⁴ Thus the administration's first step in

its assault on its future was the establishment of pertinent planning structures as manifest in the announcement of the four new committees on July 1. Yet, in one sense, this was not the first step at all, for the formation of the committees had, in fact, been preceded by, and was the result of, an unusual eight months of intense and exacting study.

1

For persons who have derived their knowledge of university administration from its operation in the late 1960s and early 1970s when college presidents came and went through institutions with all the speed of shoppers on bargain day, the realization that President-Elect Knowles actually spent eight months on the Northeastern campus as an observer prior to assuming office may come as a shock. Even in 1958 the procedure was somewhat unusual. Yet the concept of orientation, as Dr. Knowles was to write later, was indispensable to the smooth transfer of power.⁵

Dr. Knowles resigned from the University of Toledo in the spring but remained through the summer to complete old business and prepare the way for his successor. Then in November 1958 he came to Northeastern. He had no official duties or specific responsibilities; he was simply free to become acquainted with the personnel and workings of the University before assuming the authority to make decisions that would affect them all.

A Daily Calendar for 1958-1959 and a small brown leather book in which the President-Elect kept notes provide evidence of his activities during this period. A typical week in the Calendar records a 10:00 Wednesday morning meeting with the Executive Council, the body charged with keeping the President informed on the daily operation of the University. Five of the men on the Council were persons already well known to Dr. Knowles: Dr. White, now Provost and Vice President; Edward Snow Parsons, Business Manager of the University; Milton J. Schlagenhauf, Coordinator of Functions; Albert E. Everett, Dean of the Business School and Director of the Evening Division; and of course, Dr. Ell. To meet them again was in a sense to come home. Only Lincoln C. Bateson, who had come to the University in the 1950s and had risen quickly to become its major Financial Officer, was an unknown.

While Wednesday mornings were regularly devoted to the Council, other mornings and frequently afternoons as well were devoted to meetings with other old friends now in key administrative posts: the Dean of Chapel, Charles W. Havice; the Dean of Students, Gilbert G. MacDonald; the Director of Alumni Relations, Rudolph O. Oberg; the Director-Student

Activities, Herbert W. Gallagher; and the Registrar, Rudolph M. Morris. In addition, there were persons whom Dr. Knowles did not know but whose positions would qualify them for important roles in the new administration: Kenneth G. Ryder, recently appointed Dean of Administration; Gilbert C. Garland, Dean of Admissions; Roland H. Moody, Director of the Library; and Roy L. Wooldridge, Professor of Coordination and Director of Co-operative Work. There was also one woman, Myra Herrick, who had come to the University in 1953 as the first Dean of Women, but who in 1958-59 would step down to be replaced by Dean Dorothy Dissell.

Members of the administration, however, in no way consumed all of Dr. Knowles's time. The records for January and February of 1959 also show that during these months he met with deans of all the colleges as well as with the chairmen and directors of almost all of the departments, including ROTC, Buildings and Grounds, and the Bureau of Business and Industrial Research. He also lunched with the Trustees, with representatives from other universities, and with businessmen and industrialists. In addition, a whole Saturday was devoted to a "Meeting with Dr. Ell re Development Work," and other blocks of time were allotted to trips, particularly to New York and Washington where the President-Elect continued his work with educational associations concerned with current problems of higher education, notably those of accreditation. On these trips he also made contacts and cemented friendships with persons who might prove of future use to the University. This formidable list of appointments accurately reflects Dr. Knowles's consuming energy and determination to understand "every branch of the business" and to become acquainted with "previous performance."

While the Calendar indicates the range of Dr. Knowles's activities, the three-by-five-inch leather notebook more precisely indicates their scope. A familiar image of the period is that of the President-Elect proceeding from department to department, office to office, cramming innumerable jottings onto 150-plus narrowly lined pages. These pages contained notes concerning every department and every area of the University. The number of faculty, their qualifications, their publications, the ratio of students to teachers, course offerings, the distribution of majors—all are duly recorded. There are notes on Buildings and Grounds, Security, and women—"special problem," "attract," "consider AAUW." There are notes on budgeting and admissions policy, on the machinery of registration, and on the status of dormitories. Some notes are discretely labeled "suggested changes" and still others are less discretely marked "problems."

These problems in no way constituted a coherent policy, and, in fact, it might be more precise to refer to them as dozens of different and

disparate "wonderings." The Chemistry Department wondered if it should not have more laboratory space; the Physics Department if there should not be more research. The Business School wondered about accreditation, the evening division about status. Permanent faculty were concerned that they did not have tenure, lesser faculty that they did not have more benefits. Everyone wondered about parking, and a great many wondered if there could not be a few more secretaries to expedite the typing of exams. To all of this, Dr. Knowles listened attentively.

Because he was a former colleague, because he was not yet in an official capacity and thus not yet threatening, because he was consistently open and friendly, the President-Elect was treated as a trusted confidant to whom the constituency could casually unburden their problems. His interest, however, was anything but casual.

Philosophically, Dr. Knowles was not committed to any particular educational theories aside from those inherent in the general idea of cooperative education and adult education. He was, however, committed to a conviction that a meaningful analogy existed between education and industry. In his text on industrial management, Dr. Knowles had made this analogy explicit, projecting the image of the "well-rounded academic organization" as one requiring the same managerial skills as those required in business. In his article "Education as an Instrument of National Policy," written at a somewhat later date, he used the industrial/education connection as an informing metaphor: "[Educators] . . . are expected to produce an intellectual renaissance. . . . They must see to it that the new pattern of education and the demands for quality in our teachers, students and facilities are so blended and utilized that we achieve a much higher-quality end product in the educated man." Primary to good management was the need "to see the situation whole" and "to balance conflicting opinions of adviser specialists in order to arrive at decisions which are advantageous to all."⁶

The period of orientation gave Dr. Knowles the unique opportunity "to see the situation whole." Thus he pursued his research not from the point of view of one passively curious about the state of the institution, not from the point of view of one addicted to hard and fast educational dogmas whose reception he wished to test, but from the very focused point of view of an incoming manager convinced that the continued growth of his organization could only be worked out in accordance with the principles of good industrial management.

The concept of president as manager in some ways represented a sharp break with the past. Respect for good business practices was, of course, bred in the bones of Northeastern, and Dr. Speare and Dr. Ell had

both been perceptive men of business. Nevertheless, they had conceived their relationships to the University more in terms of father to family, or even owner to institution, than would Dr. Knowles. During their administrations, staff, faculty, and students referred to themselves as "the Northeastern family," and it was not until April 1962, at one of the early meetings of a new Faculty Senate, that a vote was passed to change that phrase to "Northeastern community."⁷ Dr. Knowles's own style anticipated this desire to drop the family image in favor of one suggesting greater autonomy of the participants and a larger, more all inclusive and less inwardly focused constituency.

That Northeasterners were not only ready but anxious for such a change was clearly indicated in the welter of material in the brown leather notebook. Almost unknown to itself, the Institution had been touched by events occurring in the larger world, especially since Sputnik. Individual requests for more money for research, for larger facilities, for a greater voice in administration, all reflected an awareness of the new opportunities opening in science, of the new funds being made available for research by the federal government, of the new status of universities and faculty members as purveyors of skills essential to the national welfare. As a corollary, some of the accepted practices at the University—the downplaying of graduate studies and research, the careful husbanding and doling out of funds, the complete centralization of authority—were beginning to be perceived as practices more appropriate to yesterday than tomorrow. Indeed, what Dr. Knowles saw was that if Northeastern were to assume its place as a peer at the "head table of academic respectability," then it could no longer be operated as a family affair but must develop structures and policies more in line with older established institutions of higher learning.

2

As the new administration moved through its first twelve months in office, Dr. Knowles began to translate the information derived from the period of orientation into new goals and to develop an organization more appropriate to their achievement. Significantly, he did not replace any personnel, even though replacement is a customary practice of incoming presidents who feel the need to surround themselves with men on whom they can depend to carry out their plans unencumbered by the past. Eight months of observation had given Dr. Knowles a keen appreciation of the talents and capabilities of the already existing staff. His confidence in these people did not, of course, preclude the introduction of new committees,

new offices, and new men to direct these offices, and he did make changes in certain responsibilities and functions. Nevertheless, the policy of augmenting rather than replacing personnel meant that the driving energy of his administration could tap two sources—those who already knew the Institution well and those who could bring in fresh experience and insight—both of these now allied together in a concerted effort to transform the existing order into an even more effective and responsive instrument of higher education.

Fundamental to transformation was information, and the designation of the four new advisory committees was dedicated to this end. Each of them touched on an area not only of concern to Northeastern but also to the educational community at large, and to this extent they reflected the new administration's sensitivity to both internal and external demands.

The Advisory Committee on Faculty Policy was particularly significant. In a paper published in 1955, "How Can Colleges Meet the Impending Teacher Shortage?" Dr. Knowles had made it clear that he was well aware that universities must provide "attractive inducements to enter teaching." On October 9, 1959, at a meeting of the American Council of Education, of which Dr. Knowles was a member, the idea was discussed that nationwide "teaching faculty [should have] a greater share in the development of academic programs; faculty talent should be used effectively not only for reasons of morale, but for the development of the whole institution; the criteria for faculty compensation should be widely discussed . . . [and] the relationship between faculty and administration [should be] improved."⁸

The appointment of the Advisory Committee on Faculty Policy at Northeastern anticipated all of these conclusions. It did not in and of itself, of course, constitute a resolution of these problems, and another article, "Notes on Academic Freedom," published in March 1960, indicates that Dr. Knowles felt Northeastern must still devise new faculty policies.⁹ The Committee, however, opened the door to change and—radically enough for Northeastern—demonstrated a recognition of the faculty's growing desire to have a say in its own life.

A similar sensitivity to internal and external issues was manifest in the establishment of the Research and Graduate Advisory Committees. Since the war, Northeastern had expanded its research commitments from nothing to almost \$350,000 in outside contracts. In 1958 graduate programs had been reorganized, and Dr. Arthur A. Vernon was appointed Director of a new Graduate Division, designed to coordinate all higher-level study—it was, however, Dr. Knowles's sense that a greater effort must be made in these areas. A contributing factor in his reasoning was the passage of the National Defense Act of 1958, which included a special provision for

the subsidy of graduate work and thus opened the way for an entirely new emphasis on this area. At the same time, the continuing proliferation of research grants, particularly in science and technology, introduced a new dimension into research that a growing university could hardly afford to ignore. Anxious to explore the possibilities suggested by both these conditions and appreciating the expertise of those involved in these areas, Dr. Knowles appointed the two new committees.

While the above committees were staffed with current Northeastern personnel who might be expected to best know the capabilities of the Institution and its capacity to respond, the Advisory Committee on University Planning was chaired by a new man, Dr. Loring M. Thompson. Until 1959, the University's immediate and long-term needs had been determined on a relatively informal basis by the President in consultation with his Executive Council. It was Dr. Knowles's impression, however, that external pressures, particularly those exerted by ever-expanding enrollments and by new business/industrial demands, warranted a more systematic and professional analysis. Thus, even prior to his assumption of office, he prevailed on Dr. Ell to appoint Loring M. Thompson, a highly skilled professional who had earned his doctorate in Higher Education Planning at the University of Chicago, as Director for a new Office of Planning and as Vice Chairman of a new Advisory Committee on Planning. Significantly, Dr. Thompson was not quite "new." He had, in fact, graduated in 1939 from Northeastern where he had been a student of Dr. Knowles. He had also worked under Dr. Knowles as Director of the Office of Planning at the University of Toledo. To the committee and the office, therefore, he brought both an understanding of the Institution and a wealth of outside experience—qualifications of high priority for one charged with "working on an overall master plan, not only for the development of Northeastern in the years immediately ahead but for years to come."¹⁰

Taken together, the four advisory committees continued a precedent established during orientation "to balance conflicting opinions of advisor specialists in order to arrive at decisions which are advantageous to all."¹¹ Yet, for all his respect for the advice of these committees and for all his appreciation that men must take an active part in decisions that affect their area of expertise, ultimately Dr. Knowles depended most strongly on his own experience and intuition to design structures that would carry Northeastern into the future.

3

Endowed with an almost uncanny ability to anticipate economic and political as well as educational trends, convinced that Northeastern should

profit from these trends, and equally convinced that "it is in the budget that general policies are given definite, concrete expression,"¹² Dr. Knowles set up a Development Office to secure new and substantial resources even before the recommendations of the Office of Planning indicated that such a move was warranted. The primary function of the Development Office was to promote "the overall program of adding to the University's resources through well-rounded, forward-looking, fund-raising activities," which included "the promotion of alumni giving and gifts from corporations, foundations and other organizations; the design of programs to encourage bequests and the giving of funds by the creation of annuities, trusts, and life income agreements; and the organization of official fundraising campaigns."¹³

To direct the development operation, Dr. Knowles appointed a second new man, also a graduate of Northeastern, F. Weston Prior. Mr. Prior had served with Dr. Knowles as Associate Director of Development at Cornell. His professional qualifications as well as the dispatch with which the office was created—it opened September 1, 1959—underscored the importance that the new administration would place on development.

The creation of the Development Office, however, also introduced a problem—what to do with alumni fundraising efforts, which since 1943 had come under the jurisdiction of Rudolph O. Oberg, Director of Alumni Activities. In December 1959 Dr. Knowles sent a memorandum to Mr. Oberg, citing "the need for greater amounts of resources which must be acquired by Northeastern in the years ahead if it is to fulfill its role as an institution of higher learning of high stature." The memorandum went on to outline the relationship that might exist between the Alumni and Development Offices and to lay the groundwork for still another unit devoted to fund raising:

If alumni relations are to be most effective, there must be a careful division of work and a fixing of responsibility for various aspects of the work.

One division of work is the promotion and development of those activities which have to do with organization of clubs, arrangements for meetings, providing programs for clubs, arranging for class reunions, and so forth. These activities, if properly done, comprise a full-time job.

A second division of work is fundraising activities. . . . This also is a full-time job. The person in charge . . . will work with the director of the Development Office, who will supervise his activities and give general direction to his work, coordinating it with other fundraising programs of the Development Office.¹⁴

Mr. Oberg responded that he agreed with Dr. Knowles's assessment of the situation, and in a subsequent meeting between Professor Oberg, Mr. Prior, and Dr. Knowles, the details of the arrangement were worked out. On July 1, 1960, another new staff member, William A. Lovely, Jr. (1958), joined the University as Director of a new Office of the Alumni Fund.

Still two more new offices were established in the first months of the third administration—the Office of Public Relations and Nonacademic Personnel and the Office of University Publications. The function of the first was to interpret “the activities of the University to the public through the work of such offices as the Press Bureau, University Publications, and Nonacademic Personnel.” The Director would also serve “as manager of University functions and as host to visiting dignitaries, who come to study the educational methods and procedures of Northeastern.”¹⁵ The function of the second office under Editor Descomb T. Stewart was to promote and professionalize the appearance of all the University's publications. The basic assumption behind the creation of both offices was that the University not only had something to offer but something deserving public attention. Such confidence in the Institution was, in fact, very much an article of Dr. Knowles's own faith and one of the more important, if intangible, legacies that he would give Northeastern.

None of the areas covered in the aforementioned offices—Planning, Development, Alumni Fund Raising, Public Relations—were new. What was new was the organization—the establishment of separate offices, each with its own director who would report directly to the President, that gave formality and professional status to the conduct of these affairs. At the same time this reorganization released the President from the daily burden of such affairs and gave him more time to oversee and coordinate all parts of the University.

As implied in the introduction to this section, Dr. Knowles tended to do things with expedition, and his leadership expressed itself in rapid and intuitive judgments rather than arduous analysis. With such analysis now relegated to the new offices, he was free to exercise those judgments in the delegation of tasks and the appointment of new personnel. Perhaps no better example of his style exists than in his appointment of John S. Bailey as Director of Public Relations.

In 1959, when Dr. Knowles assumed the presidency, Milton J. Schlagenhauf, who had served the University for thirty-eight years, was the Director of Public Functions. Professor Schlagenhauf, however, was ill, and the responsibilities of planning the inauguration and extending the functions of his position to meet the demands of the new administration became a heavy burden. “We needed help,” said Dr. Knowles. “Then I saw

this young man in the corridor and instantly liked him." As a consequence, Dr. Knowles appointed John S. Bailey, who was currently working in the School of Business, as a special presidential assistant and aide to Schlagenhauf. When Professor Schlagenhauf retired the following year, Professor Bailey became the Director of a vastly expanded Office of Public Relations. In the next few years he moved up to become Dean of University College, where he served until 1967 when he reluctantly extended his resignation to accept an appointment as the President of Nasson College in Maine.

Professor Bailey's rapid rise amply demonstrated the rightness of Dr. Knowles's intuition; in the meantime, the two men also became close friends. "I remember once we went to Jordan Marsh," reminisces Dr. Knowles. "They were all set up for the opening of the college season with pennants from many colleges and universities but none from Northeastern. John and I went back to the University, bought one, and brought it to them." Such was the substructure of informality beneath the superstructure of professional management.

Gearing up specific offices to develop resources and transmit anticipated changes in the Northeastern community to the public at large would not, of course, be enough in themselves to assure Northeastern's successful transformation into a major university. At the same time, other internal organizational changes also took place that reflected, anticipated, and prepared the University for dramatic developments. Basically these changes comprehended two areas—University services and academic reorganization.

Prior to 1959 all University services pertinent to health, physical education, and athletics had been administered by the Department of Student Activities. While this structure was appropriate to a relatively small university, the information gained during his orientation led Dr. Knowles to believe that it would not be appropriate to vastly expanded enrollments. Thus he moved to create new departments that would allow these areas more autonomy and more room to expand. A new Department of Health, Physical Education and Athletics was established with Herbert W. Gallagher, Professor of Physical Education and former Director of Student Activities, appointed as its Director. In his new position Professor Gallagher would integrate programs in health, physical education, and athletics, arrange intercollegiate sports schedules, and have general responsibility for overseeing the health of the student body. He would also direct a new program in physical education for men. This program, the first of its kind at Northeastern, was scheduled to begin in the fall of 1960; it would provide special courses for young men skilled in athletics

for coaching and other professional careers. It was the first of many new programs that gave recognition to a new professional area.

With the creation of the Department of Health, Physical Education and Athletics, the Department of Student Activities, now under the direction of former Associate Director Charles E. Kitchin, was free to concentrate on clubs, organizations, and events, which in a large and heterogeneous university can provide the one forum for common, nonacademic pursuits.

At the same time, Student Health Services, which at this point offered programs only slightly more sophisticated than those offered in any good secondary school, was moved into much larger, renovated quarters in the Forsyth Building, and Dr. George M. Lane, who had previously served the University on a part-time basis while maintaining a private practice, was asked to assume full-time direction of a vastly expanded health program.

Other important, all-University services that were changed, expanded, or instituted during this first year included the appointment of Edward W. Robinson as Director of Financial Aid and Part-time Placement. The new position not only cleared the way toward processing a great many more applicants in this area but also anticipated the effect that the newly passed National Defense Act, with its provisions for undergraduate as well as graduate loans, would be having on the University. At the same time, Kenneth W. Ballou was appointed as Associate Director of Admissions to help Dean Garland handle the anticipated work load in that area. The installation of a new 650 IBM computer in 1960 and the appointment of Richard I. Carter as Director of the Computation Center to oversee its operation as both an instructional and research service amounted to an explicit declaration that Northeastern not only intended to operate with the best available tools but also intended to expand its base of operation.

Perhaps the most significant development of all, however, was the change in the name of the Department of Cooperative Work to the Department of Cooperative Education and the addition of the title "Dean" to its director, Roy L. Wooldridge. While the move clearly signaled that Dr. Knowles intended to make the Cooperative Plan of Education one of the central elements in the Institution's bid for enhanced status, it is doubtful if anyone, except perhaps the President himself, realized exactly how central the development of cooperative education was to become.

On January 5, 1960, Dr. Knowles presented his "Plan for the Administrative Reorganization to the Executive Committee of the Board of Trustees," and the following day a "Chart of Northeastern University's Proposed Organization, July 1, 1960," was distributed to members of the Executive Council for their information. This chart covered not only the subjects discussed above but also the very central subject of academic reorganization.

The issue immediately at hand and that which prompted the academic reorganization was accreditation for the College of Business Administration. The problem had first surfaced in the spring of 1958 when the American Association of Collegiate Schools of Business rejected a request for accreditation from the College of Business Administration:

The principal problem . . . was the relationship of the Evening School of Business to the program of the College of Business Administration. The Committee was evidently bothered by the fact that there were two independent units within Northeastern University, each offering degree-granting programs in the field of business. . . . The inspectors also felt that the MBA program should be related to the full-time faculty rather than to the faculty of an evening school.¹⁶

Ironically, the Association's field report, returned to Northeastern on March 5, 1958, described these problems as "minor," although it was evident to the University's administration that any attempt to meet the Committee's demands would actually require a major restructuring of the present academic organization. Nevertheless, Dr. William C. White had set to work to design a solution, and in August 1958 he submitted to Dr. Ell a "Proposal for the Establishment of a New College at Northeastern to Encompass All Evening Undergraduate Programs." Dr. White suggested that a new educational unit be formed to administer all the undergraduate degree-granting programs now offered by the School of Business and the Evening College of Liberal Arts. At the same time, the Graduate School would take over the administration of the graduate programs now offered by the School of Business, the College of Liberal Arts, and the College of Education. It was his belief that this reorganization "would eliminate the objections urged by the Association of Collegiate Schools of Business to the University's having two independent schools or colleges of business on the same campus," and, at the same time, "would eliminate the confusion" that had "inadvertently developed as . . . educational offerings during evening hours had grown in scope."¹⁷

In response to the conclusions of this report, which had been circulated some months before the final draft was ready, a Graduate School had been set up at Northeastern as of July 1, 1958. The School, under the direction of Arthur A. Vernon, gathered together under one administrative umbrella all of the University's graduate-level programs, including the Master of Business Administration. But while this move conformed to Dr.

White's suggestion, the rest of his plan was rejected. On August 25, 1958, Dr. Ell returned the proposal with a brief note: "Northeastern not ready for this yet."

One year later, however, Dr. Knowles assumed office, and it was clear to him that if the new administration was to achieve credibility as one dedicated to the advancement of Northeastern, the Institution would have to be ready. To the new President full accreditation was a basic prerequisite of University stature. To delay the opportunity to acquire such validation in any area would, he felt, have been to show a lack of confidence in the Institution's abilities and to undermine the administration's sense of purpose.

Given the experience of both Dr. Ell and Dr. Knowles, their different responses to the same situation are clearly understandable. (See Chapter VIII for a discussion of accreditation at Northeastern.) Suffice to say here, however, that in 1959 the idea of accreditation—recognition by some legally constituted outside organization that a particular program measured up to the standards of that organization—had not yet achieved the prominence that it was to have in the 1960s when federal agencies would prove reluctant to give funds to unaccredited programs and accreditation became an important financial consideration. This was not the situation, however, in 1959 when the real value of accreditation—except in specific professional instances where it was a prerequisite for licensing—lay primarily in the aura of respectability it connoted. Dr. Knowles's response, however, was not so much an intuitive perception of the future as hard knowledge derived from past experience.

As President of the Associated Colleges of Upper New York State and later as President of the University of Toledo where he became an active participant in the work of the North Central Accrediting Association, he had seen firsthand that this was an "aura" not to be taken lightly by an Institution determined to take its place, as Dr. Knowles would often say, "at the head table of academic respectability." Thus, even though the administration might have preferred to await the results of the conclusion of the Long-Range Planning Committee before undertaking such a major step, circumstances dictated the need for immediate action, and action was taken. By the end of July 1959, Dr. White's year-old plan was dusted off and discussion began on the possibility of putting it into operation.

Professors Lincoln C. Bateson, Northeastern's Financial Officer, Edward S. Parsons, Business Manager, Albert E. Everett, Director of the Evening Division, and Kenneth G. Ryder, then Dean of Administration—all

of whom had given their approval to the original plan—met in consultation with the newly formed Faculty Advisory Committee, and by October 1959 a new “Proposed Plan for Integration of Day and Evening Undergraduate Degree-Granting Programs” was ready for submission to the Board of Trustees.¹⁸

The new proposal, although it strove for the same general goals as the White plan, was far more radical and far-reaching than the original. Dr. White, perhaps out of respect for Dr. Ell, had promised to retain the horizontal administrative structure that the President had cited in a report to the Board of Trustees in 1957 as “one of Northeastern’s major accomplishments.” Under this plan the Evening Division operated as an autonomous unit, separate, if more or less equal, to the Day Division. The Evening Division had its own admission and graduation standards and its own staff, largely made up of part-time faculty who might or might not have appointments in the Day Division. It also had its own Director, Dr. Albert E. Everett, who was responsible for the design as well as the coordination of all courses offered to part-time evening students and who reported directly to Dr. Ell—hence the designation “horizontal structure.”

It was apparent to the new Faculty Advisory Committee that such a structure, although it had served well in its own time, could neither support the weight of a new college as proposed by Dr. White nor contribute to the enhancement of the evening part-time programs. Thus a vertical administrative pattern was proposed that would integrate the day and evening degree programs, would allow for greater flexibility in the decision-making process, and would provide a more equitable distribution of responsibility. The change was one that Dr. Knowles had planned to institute under any circumstances, but pressure for accreditation of the College of Business Administration served as a catalyst for prompt action.

The new plan encompassed four parts. Because the Association of Collegiate Schools of Business would not grant accreditation to Northeastern as long as it offered a day program leading to a degree in business and a different evening program leading to the same degree, it was decided to eliminate the Evening School of Business by merging it with the Day College of Business Administration and accord to that College alone the privilege of granting the business degree with specification.

At the same time a new college was created. This was to be called University College in recognition of the fact that it would draw on the resources of all the other units of the University with the exception of Lincoln Institute and the College of Engineering, which because of the Engineers’ Council for Professional Development’s regulations must remain autonomous. The new college would make no attempt to duplicate

day offerings but would provide certificate, associate, and bachelor degree-granting programs that cut across subject matter lines and were particularly suitable to the requirements of adult students. Admission would be based on satisfactory achievement in high school and subsequent work experience. In general, students would not be accepted directly from high school but only after they had established themselves in business and industry. Thus University College would appeal to the same kind of student who had previously taken courses in the Evening School of Business and, indeed, these students could still take programs incorporating a major in business administration, management, and accounting but with one significant difference: These programs would now lead to a Bachelor of Science without specification. Thus the problem of the two business degrees was solved, and at the same time a framework was established to upgrade the evening programs.

According to the provisions of the new plan, all course offerings in University College would be subject to the review and approval by the full-time day faculty. Appointments to the faculty of University College would have to be approved by department heads in the day units, and the deans of the day colleges, aided by newly appointed assistant deans, would be ultimately responsible for all matters in their particular subject areas regardless of time slot. In such a way educational standards, admission and graduation requirements, and degrees conferred would all be standardized. Thus for the first time the autonomy of the Evening Division was wiped out, and with it went the tendency on the part of some day personnel to look askance and often rather patronizingly at that Division.

A final facet of the plan was to establish an Office of Adult and Continuing Education, which would be responsible for expanding and developing the University's special nondegree programs and services, for directing the promotional activities for all evening programs that were of special interest to business and industrial-employed personnel, and for supervising the administrative staff involved in all evening operations.

Taken together, all of these stipulations would give Northeastern a new academic unity and considerably enhance both its potential for development and its educational status. Nevertheless, there were still some who expressed dismay and who worried if the University could afford such precipitous action. These, however, were the days when the major obstacle to change was not the need for consensus but only the timidity of those in power, and Dr. Knowles was not a timid man.

On January 5, 1960, the "Plan for the Administrative Reorganization of Northeastern to become effective July 1, 1960," was submitted to the Executive Committee of the Board of Trustees and approved.¹⁹ On January

6, it was discussed by the Executive Council; on February 13, 1960, President Knowles and Provost White took the plan before the Northeastern faculty—the plan for the reorganization of the evening programs, for the establishment of University College, for the new designation of degrees, which made clear the distinction between day and evening programs, and for the creation of the Office of Adult and Continuing Education. On July 1, the plan went into operation.

5

The academic reorganization that gave birth to University College and the Office of Adult and Continuing Education and that led to accreditation of the College of Business Administration was to prove a landmark in the development of Northeastern as a major university offering a rich and varied provision of courses to an ever-widening constituency. But even before this reorganization was effected, proposals for other new and different kinds of programs were beginning to trickle across the desk of appropriate deans and of Provost White and to come to the attention of the Faculty Advisory Committee. It was a trickle, which in the next few years, as more money became available and as the President's receptivity to new ideas became clarified, would become a veritable flood.

The most significant of the academic innovations, developed in the winter of 1959–60 and scheduled to be implemented in the fall of 1960, included an Honors Program in Liberal Arts, a Center for Management Development, an evening Bachelor of Science degree program in Education, and a sequence of courses in nuclear studies for undergraduates in chemical and mechanical engineering. The Honors Program, approved January 13, 1960, by the Faculty Advisory Committee and the Board of Trustees, was open to juniors and seniors with a three-point average who were named by the department chairmen. It represented the first of many substantial steps to upgrade the status of that college.

The Center for Management Development, opened in October 1960, was the brainchild of Dr. Albert E. Everett. Early in 1959 he had asked Boston executive Paul J. Erickson, then teaching business policy part-time in the School of Business, to study the need for an intense, highly specialized program designed to meet the needs of middle managers in business and industry. More than thirty presidents, vice presidents, and other top officials of companies submitted their recommendations to him, which

resulted in a program that had a unique cooperative approach to executive development.

According to provisions of the final plan, which was drawn up by Erickson and his associate, Professor Bernard P. Goldsmith, in conjunction with an eight-member advisory board, middle managers would attend seven weeks of classes extending over a six-month period. This schedule, alternating weeks of study and work, eliminated the inconvenience of prolonged absence from the job and the necessity of securing replacements. Conducted at the Andover Inn at Andover, Massachusetts, with enrollees housed at the inn and classes given at Phillips Academy, the Center was in easy access of Route 128, where many of Boston's most prestigious business and industrial firms were located. Not only did the program increase Northeastern's constituency and extend its Cooperative Plan of Education to new levels, but it also underscored the University's continuing commitment to adult education and to the business and industrial community with which it had traditionally been allied. In all of these aspects, it served as an important indication of the new administration's direction.

Another program that extended Northeastern's constituency and commitment to adults was the new evening and part-time curriculum leading to a Bachelor of Science degree in Education. Offered through the College of Education, this program was designed to alleviate the increasingly critical need for teachers. It appealed particularly to those already in the profession but who had not yet completed their bachelor's; it also appealed to housewives and mothers who contemplated returning to teaching careers and to high school students who were interested in this area but had to work full time.

The nuclear energy sequence was still another indication of Northeastern's new outward-reaching policy. In December 1959 the United States Atomic Energy Commission granted \$47,284 to the University for the development of education in the field of nuclear science education and teaching. In January 1960 Professor Ralph A. Troupe and Professor Arthur Foster of the College of Engineering made visits to atomic installations in Brookhaven, New York University, the U.S. Maritime Commission, Drexel University, and the University of Pennsylvania as part of a general investigation to establish a nuclear reactor at Northeastern. By February a site on the ground floor of Science Hall had been selected for nuclear training facilities, and in June 1960 authorization was given for the first undergraduates in chemical engineering to present a two-course nu-

clear sequence as qualification for graduation. The following month the University approved a total budget of \$88,764, inclusive of the AEC grant, for the development of nuclear programs. Soon after, a similar two-course sequence was authorized for seniors in mechanical engineering. By fall, the nuclear program was in full operation, and delegates from as far away as Egypt were coming to inspect the new installation.

Altogether, the formation of the four new advisory committees, the establishment of the five new offices, and most important, the reorganization of the administrative structure to accommodate not only new and expanded all-University services but a totally new college and enhanced adult education programs, represented gigantic strides toward the future. The introduction of the new academic programs had further lengthened that stride. In toto, it had been a year of intense and vigorous planning and finally of decisive moves. Yet in his address to the Corporation in November 1960 Dr. Knowles declared, "It would be very easy to 'rock along,' or to 'hold the reins' and keep things as they are."²⁰ A certain amount of surprised laughter must have greeted this statement, for already it was clear that a great deal had been done and that nothing would ever be quite the same again.

IV

Background for Expansion

THE ACADEMIC YEAR 1960–61 OPENED ON A NOTE OF EAGER ANTICIPATION. The new administration's obvious energy and the implementation of structures designed to translate that energy into action had whetted a general appetite to do even more. Faculty, students, and alumni, long mere passive partners in the working of the University, now began to see themselves as active participants and began to take part in organizations that would secure their own status.

1

In the early days of Northeastern, one of the great rewards of teaching had been the sense of camaraderie that existed among all members of the staff. While course loads might have exceeded twelve or even fifteen hours and while pay might have been relatively low, still a feeling of shared problems, of open communication between faculty and administration had eased the burden. This situation was hardly surprising, as many persons played dual roles. For example, in the mid-1930s Harold Melvin was Dean of Students but also taught Creative Writing, Nineteenth-Century Poetry, and American Literature. Milton J. Schlagenhauf was Director of Admissions and Functions but also handled courses in Economics. John S. Pugsley

was both the Director of School Administration and a Professor of Geology.¹

During the late 1940s and early 1950s, however, growing enrollment had necessitated a concurrent growth in staff, and much of this communication dwindled. Certainly it was no longer as easy for any one person to assume two caps. Nevertheless, although the division between faculty and administration was daily becoming more distinct, no attempt was made to formally bridge the gap. It was taken for granted that what the administrative branch perceived as good for the University would be accepted as such by the faculty. The Executive Council, particularly Dr. White, who kept in close touch with the deans, served as the official conduit of faculty recommendations. Ideas for new programs filtered through his office to be considered and approved by the Council or, just as often, ideas were generated by the Council—particularly the President—and simply passed to the colleges for implementation. In such a way, for example, and with no feedback from the faculty, the College of Education was instituted in 1953, simply on the recommendation of Dr. Ell and Dr. White.

By 1959, however, when the teaching staff had reached the equivalent of 267 full-time faculty (exclusive of physical education staff, administrators with faculty rank, and ROTC personnel) and when the entire staff, including administrators and day and evening part-time faculty, numbered 800, the centralized control of programs and the lack of means for communication between faculty and administration were increasingly becoming sources of frustration.²

During the period of his orientation, Dr. Knowles had sensed this frustration. In addition, he was aware, particularly after his experience at Cornell where the faculty had almost total control over academic programs, that to the outsider, at least, Northeastern's system must appear an anachronism. Certainly it was not a system to attract topflight men and women who were used to more autonomy in the direction of their own programs and to more input in the academic decision-making process. Consequently, as noted above, one of his first official acts was to appoint a Faculty Advisory Committee that would have a voice in matters pertinent to faculty welfare.

By November 1960 two other special subcommittees had also been appointed. One, chaired by Arthur Foster, Associate Professor of Mechanical Engineering, was to consider the feasibility of establishing a Faculty Senate; the other was to consider the possibility of tenure and sabbatical

leaves—ideas not yet operative at Northeastern where job security was provided by appointment to a “permanent faculty” and where there was no perceivable need for time off to develop professional research skills.

During the fall of 1960–61, the Foster Committee worked on organizational plans and the codification of responsibilities for a potential senate: how it would operate on matters of academic policy, who would make up its constituency, what would be its powers and areas of jurisdiction. By June 1961 the work of the group had reached the stage where it was resolved to postpone elections to the Faculty Advisory Committee on grounds that, if approved, a Faculty Senate would be established in its stead that fall. Approval was promptly forthcoming from the Board of Trustees, and although some of Dr. Knowles's colleagues expressed some reservation as to the prudence of allotting so much power to the faculty, Dr. Knowles was pleased and felt the risk was justified. In fact, it might justifiably be said that this was the very structure he had in mind from the beginning. Thus on September 5, 1961, the new legislative body met for the first time.

The Faculty Senate as designed in 1961 was composed of twenty-four teaching and research faculty of assistant professor rank and above, chosen proportionately by college and elected by their peers. Eight other places were filled by administrators appointed by the President, with the Provost serving as chairman and a permanent member. There were three standing committees: Agenda, Faculty Policy, and Academic and Research Policy, as well as provision for ad hoc committees to be appointed as the need arose. The function of the body was to give the faculty a greater voice in determining academic courses and programs, in granting degrees, and in formulating all academic policies.

In its original form the Senate was, if not weak, at least relatively unsure of itself and in the early years seemed more concerned with defining areas directly related to faculty welfare than to matters of academic policy. By the end of the decade, however, it had grown substantially to become, particularly through its Agenda Committee, a powerful if not always welcome voice in the operation of the University. This, however, is to anticipate the future. What was important in 1961 was that in two brief years since inauguration one of Dr. Knowles's most important contributions to the University had already been put in place: collegiality had come to Northeastern. (See Chapter XVIII for further discussion of the Faculty Senate.)

As the Senate was being designed, the work of the second Faculty

Advisory Subcommittee was also going on, and by the spring of 1961 it had a tenure policy to replace the older, more informal "permanent faculty" designation. The new policy reflected recommendations of the American Association of University Professors (AAUP), a chapter of which was established at the behest of the faculty at Northeastern in May 1960. Significantly, at this point the Association had only an advisory function and none of the political-labor connotations it would later assume. The new policy was submitted and approved, at least in principle, by the Board of Trustees in the spring of 1961 and was subsequently included in the *Faculty Handbook 1961-1962*, although revision of many of its finer points would occupy the Senate for some years to come. The Committee's work on the question of sabbatical leaves was now referred to the Faculty Senate's Subcommittee on Faculty Policy, and a proposal supporting the concept of sabbaticals was subsequently accepted on March 6, 1962.

All of these moves brought the conditions under which Northeastern faculty worked into closer alignment with those of other major universities and put the University in a far better position from which to recruit topflight personnel. It was a position consistent with Dr. Knowles's inauguration pledge to "strive constantly to improve our . . . staff." And it is probably no coincidence that of the twenty-nine appointees to professorships in the Basic Colleges in 1961, over two-thirds already held the doctoral degree, an unprecedented number for an institution that had been traditionally receptive to predoctoral candidates.

Over the next few years faculty conditions steadily improved. A "Proposal for the Strengthening and Expansion of Selected Departments in Science and Engineering" issued May 3, 1963, notes that "nearly 200 faculty and staff members have been added in the last three years in preparation for expanded offerings at the graduate level, especially in fields of science and engineering. Faculty salaries have been improved as much as 52 percent on an overall basis. Increases in pay and in payrolls for new faculty have resulted in an annual faculty payroll in excess of \$1,500,000."³

At the same time the University deliberately began to widen the base of its recruitment, particularly of women, of whom there were almost none on the faculty in 1959, and of blacks, of whom there were only two. A letter from Dr. Knowles to Vice President White on June 23, 1959, concerning ongoing interviews of candidates for appointment to the faculty of the College of Education addresses itself directly to this point:

I have always believed that an institution of higher learning must not allow race or creed to be a factor in judging qualifications of faculty appointees. If a male appointee is to be recommended for this position, then the person considered yesterday morning should be recom-

mended if his qualifications are the best among the applicants being considered and if he possesses the other qualifications sought for the position. . . . Public relations problems may arise with an applicant and it is the role of the administration to see to it that this does not happen insofar as possible. . . . I would like to urge that a woman faculty member be appointed for the position for which a candidate is being sought. This would be desirable from the standpoint of attracting and holding more women students.⁴

In such ways, then, Northeastern began to move outward. The administrative structure had been revised to correspond with that of other institutions and to allow for greater expansion. Now faculty conditions had been revised to put the University in a more competitive position, and faculty members were being encouraged to assume responsibility and acquire status more in keeping with their university role. But perhaps nowhere would change be more immediately apparent than in the encouragement suddenly accorded the student body to reach beyond itself and participate in the larger world.

2

In the fall of 1959, when Dr. Knowles returned to Northeastern, the day student body was closer in character to what he had known in the 1930s than it had been for some time or would ever be again. The influx of older students brought in under the GI bill had receded, and the average age was now back to 18 to 22. In 1959 the average freshman was 18 and was one of 1,870 who had been chosen from a pool of applicants of approximately 5,000. (In 1970 3,600 would be selected from a pool of 13,275 applicants.)⁵ He was white and very much male. Total female enrollment had crawled to a record 435, a considerable improvement over the 45 enrolled a mere three years earlier when the University began to make a concerted effort to recruit women. There was still, however, a long way to go to reach the 35 percent enrollment of women attained in 1974-75. At the same time there was less than a handful of black students and only slightly more foreign students. (Between 1955 and 1965 a total of 170 undergraduate foreign students enrolled at Northeastern. No statistics are available on black student enrollment, but a glance at the yearbook, *Cauldron*, for the class of 1960 suggests that their numbers were even less.)

The average freshman in 1959 paid \$675 for thirty weeks of courses. As an upperclassman on the Cooperative Plan of Education, he paid \$520 for twenty weeks of courses in any college but Engineering, in which case

he paid \$600.⁶ In any instance, however, the fee represented a substantial chunk from the budget of his family, which on the average was in the lower-middle-income bracket. Nevertheless, the sacrifice was justifiable as he was often the first of his family to attend college.

Chances were eight in ten that the average student commuted, better than seven in ten that he spent Wednesday afternoon marching down Huntington Avenue toward the drill ground in the then khaki uniform of the ROTC—Northeastern had the largest single campus volunteer unit in the country⁷—and the odds were even better that he conformed strictly to the same rules of conduct that had pertained since 1916. If not, he went before Dean Gilbert MacDonald and the Executive Council for disciplinary action. To be caught smoking three times in any but very restricted areas meant suspension; and three unexcused absences from class courted expulsion. There are no records of what happened to anyone caught drinking. Perhaps the crime was too heinous to consider. In addition, if the student was one of the few who lived in either of the two men's residences, he was subject to even stricter regulations, including a rigid curfew and no parietals. There were also three women's residences that had, of course, equally if not more stringent rules.

To continue, the average student did not carry an IBM card. (It was not until May 1960 that Daniel J. Roberts, Bursar, Donald H. MacKenzie, Dean of Lincoln, and Alan A. Mackey, Assistant to the Registrar, began to investigate the applications of IBM to their offices and not until the fall of 1960 that "do not fold, mutilate or spindle" became part of Northeastern jargon.) There were no air-conditioned classrooms (the first air conditioning did not come to campus until the opening of the Computation Center in 1960); and more significant, students had no on-campus religious or political organizations to join or any nationally affiliated fraternities, although there were ten local social fraternities.

The average student wore his hair neatly clipped with short sideburns, sported a white shirt with his slide rule sticking out of the breast pocket, and occasionally was known to commit the sartorial gaucherie of wearing white socks with his loafers. His female counterpart wore a knee-length skirt with a color-coordinated sweater and a modified beehive kept in place by a newly popular aerosol hair spray. On social occasions "nominee for top fashion honors goes to the little black/brown dress that moves from freshman tea to fraternity party with equal aplomb."⁸ In the privacy of her own room, she might wear jeans, but by dress-code rule she never appeared in these or in shorts in any public area of the campus.

The main channel for his and her social energies, aside from those provided by the various social clubs and organizations under the Depart-

ment of Student Activities, was participation in sports events, particularly homecoming festivities that sparked considerable spirit. Ram-napping—that is, stealing the mascot of the competing Rhode Island team—elicited paragraphs in the *News* and inspired Northeasterners' desire for their own live mascot, which gave rise to some of the fiercest student protest of the period.⁹ The issue was finally resolved when students pooled their resources to pay for a full-sized bronze husky statue, subsequently installed in the vestibule of the Ell Center in 1962. Selection of the homecoming queen and later in the season for queens of the Winter Carnival, initiated in 1959, and of the Spring Military Ball also commanded spirited attention. (The introduction of co-eds in 1943 allowed Northeasterners to choose one of their own for this regal position. Previously it had been necessary to select the "date of so and so," a custom which at best must have been awkward.) Another election that brought enthusiastic response was that for the Mayor of Huntington Avenue, a post ultimately accorded to the most enthusiastic and imaginatively costumed candidate whose duties included no more than getting himself elected.

This, then, was the student body that greeted Dr. Knowles. It was a group with whose ambitions and problems he could well sympathize. They were after all not too unlike the students whom he had taught twenty years earlier and, in some ways, certainly in their desire for a college education, they were not too different from the young men who had passed through the Associated Colleges of Upper New York State. They stood apart, however, at least in terms of the opportunities provided by their college life from the mainstream of men and women in major universities, and this distinction gave the new president pause for serious consideration.

In the past, Northeastern had abjured contact with outside student organizations, reasoning that such affiliation could be internally divisive and make the Institution subject to extramural pressures that could undermine its sense of identity. In 1960, however, facing conditions under which the student body would inevitably become larger and more heterogeneous, Dr. Knowles reasoned that these same affiliations would now function to reinforce a sense of identification between student and student, between student and campus, and between student and the larger world in which he or she must take an increasingly active role. In October 1960 he agreed, therefore, that the Faculty Committee on Student Activities should consider for approval a student petition for student organizations identified with recognized political parties. The petition itself reflected a growing interest in political affairs that the administration at this time was only too glad to foster. Shortly afterward the first on-campus political

clubs opened for membership. These included the Young Republicans and the Young Democrats, and in 1962 a twenty-five-member Students for Democratic Action Club. By the mid-1960s, all of the above were recognized political organizations as well as the Young Americans for Freedom (YAF).

Although in retrospect this recognition may seem a delicious bit of irony, it is doubtful that it made any difference at all to events in the late 1960s when political enthusiasms hardly waited on University approval for their expression. The more immediate result was to bring on to campus club-sponsored speakers, including Boston mayoralty candidates, Massachusetts gubernatorial candidates, and, in 1962, the country's first black senator, Edward Brooke. The clubs also inspired interest in the University's first presidential poll.

Far more radical than the clubs, however, as a means to open up student life was the approval that Dr. Knowles gave to the national affiliation of fraternities and the establishment of new fraternities (frozen at ten by a 1953 regulation). Dr. Knowles's belief that fraternities could be beneficial to the quality of life on campus had been initially shaped by his own undergraduate experience as a member of the Bowdoin chapter of Chi Psi, an affiliation that also proved socially and professionally beneficial in later years. His appreciation that such an organization could also help the Institution stemmed from his experience at Cornell as Vice President of Development and at the University of Toledo as President. In both places he saw at firsthand that many of the most loyal and responsible undergraduates had fraternal identification and that many of the most generous alumni traced their happy memories of the institution to their memories of activities in the fraternities. In an article published in 1953 in *The Sigma Alpha Epsilon Record*, Dr. Knowles sums up these observations:

[Fraternities] . . . are accepted as being as much a part of what one expects to find on the college campuses of our country as the gymnasium, the playing fields, the library and classroom buildings. . . . [In addition] being conservative, fraternities and sororities can be a constructive influence in campus life, contributing greatly to stability when campuswide problems arise. Moreover, sorority and fraternity members develop great loyalty to their alma maters—the loyalty to the fraternity group and common interests with other similar campus groups bolsters the loyalty to the institution of which all are a part.¹⁰

With such a perception, it is not surprising that Dr. Knowles gave his support to a revision of University policy, which went into effect May 12, 1961. The revision allowed for both the establishment of local fraternities

and for the affiliation with national organizations "whose aims, objectives, and policies are not in conflict with those of Northeastern."¹¹ The following year two local fraternities, Kappa Zeta Phi and Sigma Kappa Psi, became the first at Northeastern to take on national affiliation, becoming Tau Epsilon Phi and Alpha Epsilon Pi. Phi Alpha Rho became the first new local fraternal organization allowed in thirty-five years.

During this same period and as indicative of Northeastern's growing enrollment of women as its support for special interest groups, four sororities were also chartered, bringing the total number of such organizations in the fall of 1962 to two national fraternities, nine local fraternities, and four local sororities.

Although the fraternity movement at Northeastern would never achieve the status that it held at some of the larger midwestern universities (total membership seldom exceeded 3 percent), it did provide an important source of student spirit, particularly in the early 1960s. In the late 1960s, of course, there was a general disenchantment with such organizations nationwide, and it was not until the late 1970s that membership again began to expand (at a rate of almost 8 percent a year by 1979). Nevertheless, by 1975 Northeastern did have twelve fraternities, five with national affiliation, and three sororities, two with national affiliation. The importance of the revised policy of 1960 proved not quantitative but qualitative. It provided a new dimension to student life, offered new options, and allowed Northeasterners to participate in a form of student activity that was available to their peers in other major institutions.

The reasoning that "the loyalty to the fraternity group and common interests with other similar campus groups bolsters the loyalty to the Institution of which all are a part" also influenced Dr. Knowles's decision to allow denominational religious activities that had previously been forbidden on campus. Although Northeastern had a long tradition of emphasizing religious values—its roots were after all in the YMCA—and although regular chapel services had been conducted for years by the Dean of Chapel, the same ban that had pertained to national fraternal organizations had been invoked against religious organizations:

The University is interested in encouraging all students to affiliate with religious organizations of their choice in their own parishes or in Boston. The University sponsors non-sectarian chapel services on a voluntary basis which are open to students once a week in the Bacon Memorial Chapel. The University does not charter student organizations which establish separate student groups on nationalistic, racial, political, or religious bases.¹²

It was Dr. Knowles's perception, however, that by 1960, although the basic principle—not to divide the student body—was still apt, the means were no longer valid. He felt that in the face of growing enrollments and subsequent broadening of student interests, greater unification could be effected by bringing interest groups together rather than by setting up artificial barriers to their communication. Thus steps were taken to permit the existence of religious clubs, and the same busy fall that saw the University open up to national fraternities also saw the Newman Club and Christian Science Organization successfully petition the University for recognition. The following year these two clubs were joined by the Baptist Fellowship, The Lutheran Group, Canterbury Club, Hillel, and the Inter-university Christian Fellowship.

Of equal, if not greater, importance in opening student life and promoting awareness of the world beyond Huntington Avenue was the encouragement given to cultural and educational activities, particularly by the faculty through recommendations by the Faculty Advisory Committee and later by the Senate. Speakers in the 1960–61 academic year alone included Werner Von Braun, who predicted a man in space by 1961, Joshua Logan of theater fame, and Harry Belafonte, identified in the January 20, 1961 *News* as “one of the most electrifying personalities in folk music today.”¹³

In the spring of 1962, a Faculty Senate proposal for a cultural bulletin designed “to expand the cultural horizons of students” reflected a growing interest in cultural affairs and served to shape future interest. Edited by Joy D. Winkie and published by the Office of University Publications, *NUcleus* enjoyed a wide list of subscribers not only within the university but in the larger Boston Community as well. The publication was discontinued in 1967 but only after the public media had assumed many of its functions.

Through such efforts the student body at Northeastern began to come of age, to leave behind forever the kind of June Allyson, Dick Powell, technicolor model of student life in favor of an image more appropriate for men and women who as the 1960s dawned were beginning to find a new role for themselves in the larger world. (See Chapters XV, XVI, and XVII for further discussion of students at Northeastern.)

3

As the faculty and students began to enjoy a new period of participation, so also the alumni began to be more active. The July 1960 administrative reorganization of alumni affairs into two distinct offices—one that dealt with alumni activities and one that dealt with fund raising—had

signaled the University's intention to cultivate its former students more assiduously in the future than it had in the past.

Two policy changes suggested by Dr. Knowles at the time support this conclusion. The first change was expressed in a request to Mr. Oberg's office that the alumni newsletter, *The Northeastern Alumnus*, be made available to all graduates on a regular and frequent basis, a suggestion implemented in the fall of 1960 when quarterly distribution began.

The second suggestion was equally significant although somewhat more subtly proposed: "Officially the University recognizes only degree holders as alumni. With this limitation there are nearly 23,000 alumni. Many colleges and universities include as alumni former students who have been in attendance for one or more academic years as students. If Northeastern should redefine its designation of alumni, the alumni body could easily become one of 40,000 or 50,000 persons. This would be one of the largest alumni bodies in the country."¹⁴

The implication was obvious; Dr. Knowles would like as many people on the alumni roster as possible. No official steps, however, were taken to implement this idea on a formal basis, for an almost immediate increase in enrollments, particularly in part-time students, soon made the operation logistically unfeasible, simply in terms of record keeping and tracing non-degree students. Nevertheless, the suggestion did open the way for local associations to welcome any who were interested in their activities but who had not received degrees, and it also sanctioned the Alumni Office to retain records and extend privileges to former nondegree students who sought them out.

Further underscoring the new administration's interest was the number of visits that Dr. Knowles himself made to various organizational functions. In the spring of 1960 alone, for example, he personally visited alumni clubs in New York City, Philadelphia, Worcester, Webster (Pennsylvania), Maine, and Connecticut. As if sparked by this enthusiasm, the alumni clubs themselves began to take an active part in their own reorganization. Prior to 1960 these organizations had been divided into three separate associations, one serving the day colleges, another serving the School of Business, and a third serving the School of Law. On November 5, 1960, however, the alumni voted to adopt a new constitution and bylaws that would weld their now almost 30,000 membership into one all-University organization. The action, which was conceived at the time as largely a matter of immediate necessity—after all, there no longer was a School of Business, much less a School of Law—proved in the long run to be one of the most important moves of the early 1960s. On the practical level the new unit served to coordinate and focus alumni activities. On the psychological

level it revitalized the relationship between graduates and their alma mater. Both of these factors worked together to forge an alumni structure that would later operate as a linchpin in further development of the University. During the same period the clubs also began renewed efforts in fundraising activities, and with the exuberant support of Rudolph Oberg, who was a master at whipping up spirit, new alumni organizations began to form.

4

As the spirit of participation spread among the various University constituencies and as structures began to be put in place that would enhance the status of individual groups and allow for future development, the University began a concerted policy of bringing the message of Northeastern before the public. The issue at hand was not enrollment—the mere number of men and women reaching college age at this time would have ensured heavy applications under any circumstances—rather it was to clarify the image of Northeastern and to carve for it a clearly defined space among major academic institutions.

Basic to the University and fundamental to the image it wanted to project was its concern for the professional development of young Americans. In the fall of 1959, therefore, with the encouragement of the administration, Roland Darling, Occupational Information Specialist in the Office of Admissions at Northeastern, launched a unique thirty-program radio series entitled “Careers for Young People,” which was carried over several New England stations. Mr. Darling’s low key, nonpromotional approach earned the respect of his audiences, and the program continued for several years. As an extension of this project, he also developed tapes and filmstrips on career possibilities that were distributed from Northeastern’s Career Information Center, a service organization directed by Mr. Darling under the aegis of the Department of Admissions. By 1961 in an average month nearly five hundred schools in New England and New York, which might have hesitated to serve as conduits for advertising, were receiving this material.

During the same period and as part of clarifying its academic image, Northeastern also became involved in still other radio programs. In May 1960 it was the first of five selected participants in a program called “Yankee Network School of the Air,” a New England-based radio service that brought thirteen weeks of academic lectures into the home. The reason that Northeastern was chosen to start the series was articulated by the Yankee network president and is in itself significant: “We are going

to start with Northeastern because they have given us encouragement, they have people with vision, they have manpower to assist us, they have program material ready, and they are most enthusiastic."¹⁵

This enthusiasm to make itself known via the media continued, and by 1964 over one hundred members of the Northeastern faculty had been heard on twenty-four New England stations as guests of still another program entitled "Northeastern Faculty Talks," a series also broadcast to radio listeners in New York, Maryland, Washington, D.C., North Carolina, and California. Nor does this list take into consideration other more broadly based educational programs such as that hosted by Louis Lyons on WGBH, Boston, on which Dr. Knowles appeared several times as a spokesman for higher education.

Far more important, however, than the media in establishing Northeastern's identity was the encouragement given to members of the faculty to participate in associations and organizations concerned with issues directly affecting the University's development. As early as 1959, Dr. Knowles wrote to the Association of Urban Universities, a group designed to study the opportunities of universities and colleges in larger cities and to bring about effective communication among them: "As you know Northeastern was a member of the Association for years but former President Ell did not find it possible to participate . . . and finally submitted the Institution's resignation. I would like to have Northeastern reinstated."¹⁶ The attitude depicted here was typical of the new administration and reflected the President's conviction that in a period of potential expansion the more the University knew about what was going on in the outside world the more it actively cooperated with that world. In addition, the more that outside world knew about what was going on at Northeastern, the better the Institution's chance to lead rather than follow the parade.

It was out of this conviction that Dr. Knowles allowed himself to be appointed in 1960 to the Board of Directors of Boston's Chamber of Commerce and in November 1961 to a committee of twenty-six educators who were enjoined by the Massachusetts Council for Public Schools to study the strengths and weaknesses of public education. During the same period he also appeared before a Senate Subcommittee on Education in the United States as a representative for the American Council of Education in support of the extension and improvement of the National Defense Education Act. While these examples in no way exhaust the associations Dr. Knowles or the faculty and staff would make for Northeastern—for example, William Miernyk, Director of the Bureau for Business and Industrial Research, also appeared at this time before a Senate Subcommittee for two days of hearings on problems of the textile industry—they do suggest the range of

such commitments from local to national, and the scope from urban to economic to educational.

No single organizational contact made at the time, however, was more important than those President Knowles now fostered in the area of cooperative education. In 1959 he encouraged Northeastern's participation in a study being conducted by the Thomas Alva Edison Foundation on Cooperative Education. In the spring of 1960 Professor Roy L. Wooldridge and Provost White attended a meeting of this foundation in Dayton, and by the following fall steps were already underway for Northeastern to participate in one of the most important associations in the history of cooperative education, the National Commission for Cooperative Education. (See Chapter XIV for details of this development.)

As part of this same outreach policy, the University also extended its efforts to bring the services of the University to the community. In the summer of 1961, the University cooperated with the National Science Foundation in organizing a special summer science institute for high school students under the direction of Charles Goolsby, Associate Professor of Biology. Other similar efforts included a history seminar program and, of course, the Center for Management Development.

It would be difficult to assess the immediate impact of Northeastern's growing contacts with the outside world as they began to develop in the first year of the decade, but unquestionably they did at least prepare the way for acceptance of the University as an institution on the march, and it is perhaps significant to note that by 1961 Northeastern had become "the most popular institution of higher learning for graduates of all the city high schools including Boston Latin,"¹⁷ a startling contrast to a dozen years earlier when it had ranked well behind Harvard, Boston University, and Boston College in a similar poll.

5

While Northeastern's most obvious outreach program was that conducted by the faculty and administration in the interest of making Northeastern known, another quite different kind of outreach, quietly taking place behind the scenes, was equally important in preparing the Institution for its future. In 1954 Dr. Ell had casually remarked that were the University to reach an enrollment of 18,000, there would no longer be sufficient space to accommodate even the present programs, to say nothing of new programs. Three years later that observation was no longer casual. A surge of enrollment had brought about capacity far sooner than anyone could

have anticipated, and by 1957 a note of urgency was sounded as Dr. Ell enjoined the Board of Trustees to pursue "an aggressive land policy."¹⁸

Although the construction of the Graduate Center, completed in 1959, somewhat relieved the immediate pressure on facilities, it was apparent to Dr. Knowles, even before he took office, that the top priority for his administration must be acquisition of more land. It was a crisis situation made doubly acute by the sudden awakening of what had been for many years an almost "sleeping city." To fully appreciate exactly what that phrase means, the reader has only to envision the Greater Boston area of 1959. To the west beyond the circle of the newly constructed Route 128 was an essentially rural landscape, only now being bulldozed into the vast stretches of suburbs that would accommodate the ex-urban population of the 1960s. To the east, the metropolitan area spread out along a web of narrow streets basically unchanged since the building boom of the turn of the century. At the farthest eastern limit was the waterfront, where working fishing trawlers dumped their wares onto crumbling wharves and gulls wheeled above lofts, many untouched since they had been built in the 1800s and now showing the inevitable toll of time.

Beyond the waterfront, the financial district, housed in a series of dignified, old granite buildings, would not have been unfamiliar to Bartleby the Scrivener. The Common, it is true, was in the process of renovation. Derricks and bulldozers, like giant prehistoric beasts, gulped the land to make way for a new parking garage, and the golden dome of the State House was splinted with scaffolding to prevent damage to its Bulfinch facade. But beyond this there were only vague rumblings of activity. Women in white gloves, hats, and low-heeled shoes still strolled a Back Bay reminiscent of Henry James and took their tea at Schrafft's. In muted tones of relief they discussed the planned obliteration of Scollay Square and the Old Howard for the new government center, and in somewhat less relieved tones speculated on the impact of the planned Turnpike extension from Allston to the Prudential Center, a construction that was in itself shocking to Boston sensibilities. After all, the tallest building in New England was still the 1947 John Hancock, and "that, my dear, violates the Boston skyline."

If the Boston ladies, however, wondered about the effects of change, the administration at Northeastern was well aware of what effects these changes would bring. The Prudential Center might still be only a plywood-fenced hole in the ground, but it was a significant hole. Even more significant was the dream vision of the future soon to be displayed in the lobby of the Christian Science Mother Church, which left no question that the land in that area would soon be at a premium. Two further devel-

opments increased the pressure on space: the state planned to develop an inner-belt highway that would skirt Northeastern on one flank, and the Harvard Medical complex planned to extend its facilities along the Fenway, hemming the University in from the other direction.

In the face of such a squeeze, it was imperative that Northeastern buy now if it were to buy at all. "The University administration must be authorized to buy whatever it can wherever it can," Dr. Knowles informed the Board of Trustees in 1959 and promptly received authorization for just such action.¹⁹

Top priority, of course, was the land immediately adjacent to the campus. Two parcels in particular were considered prime necessity. The first was the Boston Storage Warehouse that abutted the Opera House land in the heart of the campus, and the second parcel comprised eleven acres of railroad property directly to the south. Both pieces had stubbornly eluded the University's grasp, the former because of difficulty in determining ownership and the latter because of the refusal of the New York, New Haven, and Hartford Railroad to negotiate. It is an amusing footnote to history that both of these properties became available shortly after Dr. Knowles arrived in Boston, and both of them through a totally arbitrary cast of fate.

In the first instance, President-Elect Knowles, having arrived in Boston in the fall of 1958, began negotiations to store his furniture at the warehouse. In the course of a conversation with the manager, a name surfaced that was familiar to Dr. Knowles from the past. The name was that of a Mr. Thomas Kaplin, who had once asked him when he was President of Toledo to serve as Chairman for the Yeshiva Medical College Group. Although Dr. Knowles had been unable to assume the post, the two men had become friendly. Presuming on this friendship, Dr. Knowles now contacted Mr. Kaplin only to discover that indeed he was the owner of the warehouse. Negotiations for the land began promptly, and final papers were passed on December 15, 1959.

The story of the railroad property proved even more quixotic. In the early 1950s the University had made overtures to the New York, New Haven, and Hartford Railroad for the land directly behind Northeastern, which was currently cluttered with tracks, a loading platform, and railroad equipment. Although there was little evidence that any of this equipment was being used full time, the overtures were consistently resisted. By 1959 almost a decade of attempts had yielded nothing. Again fate stepped in. At a state function in the winter of his first year back East, Dr. Knowles

happened to mention to a dinner companion the difficulties that Northeastern was encountering over the railroad. The dinner companion kindly suggested that Dr. Knowles call on a Mr. Charles Bartlett, a well-known Boston lawyer whose specialties included handling legal matters pertaining to railroads and railroad properties.

The next morning Dr. Knowles visited Mr. Bartlett and again limned out the woes of Northeastern vis-à-vis the New York, New Haven, and Hartford Railroad. Mr. Bartlett could hardly have suppressed a grin. It was not, he declared, at all surprising that the University was encountering such difficulties, for although the New Haven used and had used the property for over a score of years and did nothing to alter the impression that it was theirs, they were, as a matter of fact, not the owners at all—an honor that rightfully belonged to the Boston and Providence Railroad. "Furthermore," added Mr. Bartlett dryly, "there are a great many bondholders who have received nothing on their investment for years and would welcome the notion of Northeastern buying the property."²⁰ And so Northeastern, once the logjam had broken, promptly set about making the purchase, with final agreements being consummated in April 1961.

In the meantime, and in a somewhat more orthodox manner, machinery was put in operation to obtain the United Realty lots and buildings that extended for some seven acres along Leon Street and to purchase still another series of lots and buildings on Ruggles Street, Field Street, Tavern Road, and Greenleaf Street. Thus, slowly, parcels of land ranging from 1,000 square feet for the smallest to upward of 10,000 square feet came under the wing of the University.

At the same time negotiations took place to buy properties north on Huntington Avenue that could be used for residences. These included apartments on Hemenway, Gainsborough, and St. Stephens Streets, as well as the first apartment unit on the Fenway—90 Fenway. The largest single unit, however, was the Roosevelt apartments at the corner of Huntington Avenue and Forsyth Street, destined to become White Hall. Still other apartments were leased with an option to buy when finances permitted. In general, all of these acquisitions were either in the center of, or abutted, already owned University land. In most instances these properties were either rundown or abandoned, thus the problem of displacing residents, which would surface later in the decade, was not an issue. Indeed, Northeastern largely served to revitalize the area. By 1961 the University had expanded its boundaries from the approximately 14.5 acres it owned on the day of Dr. Knowles's inauguration to approximately forty acres. The

time had come to start building, but even before this phase, still another significant step was to be undertaken when in 1961 Northeastern began its march to the suburbs.

6

Like so many events that have far-reaching consequences, the initial steps in this extension were relatively casual. Late in the winter of 1961, Mr. Winthrop P. Hersey, a member of Northeastern's Advisory Board for the Center for Management Development, had called to the attention of Dr. Knowles the possibility that Northeastern might acquire as a gift a large, well-built mansion on the Pierce Estate in Weston, Massachusetts.

The Pierce property, which had originally encompassed more than three hundred acres, had recently been purchased by real estate developers and was being cut into large lots. But it was the contention of Mr. Hersey that the realtors might be interested in deeding the mansion, itself a fine old stone house that had originally cost \$450,000, back to its original owner if she, Mrs. Alice Mustard, would make the property available to an educational institution as a conference center.

Up until this point the University had thought of expansion largely in terms of the Huntington Avenue property; nevertheless, the new administration had a reputation of being flexible. Currently in the process of trying to find room for its rapidly expanding Office of Continuing Education, it was interested; and on Saturday, March 4, President Knowles and Provost White, in the company of Mr. Morrison, the realtor, drove out to Weston to view the property.

It would be hard to envision a place that contrasted more sharply with the urban Boston campus. Located high on a rocky ledge, with a view of one of Boston's poshest suburbs, the house was redolent of an elegant past. More relevant, however, the disposition of rooms and the easy access to Route 128 made it ideal as a conference center. In addition, the house was in excellent condition and would require only minimal alterations.

As a consequence of this visit, then, Dr. Knowles contacted Mrs. Mustard, granddaughter of the first owner, Dr. Roger Babson. The realtors had been correct; Mrs. Mustard was quite predisposed to the idea of an educational institution taking over her property and even more predisposed in favor of Northeastern. Although she was not quite prepared to donate the mansion as a total gift, she was prepared to accept a modest payment, which was subsequently provided by Mr. Ernest Henderson, President of the Sheraton Corporation of America and a member of Northeastern's Board of Trustees. One month after the idea had been suggested,

the first papers were passed, and by August 24, 1961, Northeastern had begun its march to the suburbs.

In his September 1960 welcoming address to the freshmen, Dr. Knowles had greeted them with this heady promise: "You are entering Northeastern in a fascinating era—an era in which new scientific, medical, and social advances can bring new dignity to mankind."²¹ The events of that academic year, of the summer, and of the following fall, clearly demonstrated that the Institution intended to do all it could to open its constituency to this new era. The time had now come to spell out that future in detail and to count the cost.

V

Diamond Anniversary Development Program

TO SOME PEOPLE THE IDEA THAT HIGHER EDUCATION IS IN ANY WAY LINKED with money is a philistinism not to be countenanced. Fortunately for the fate of Northeastern this was not Dr. Knowles's attitude, and one of the greatest achievements in his career as President was securing the funds that allowed the University to develop and house the programs that flourished under his administration. The funds were secured largely through a \$40 million Diamond Anniversary Development Program (ultimately revised to \$65,500,000), which was announced to the community at large by Northeastern's Board of Trustees on November 15, 1961.

To this day the Diamond Anniversary Development Program—its design, its execution, its accomplishments—stands as one of the major events in the University's history. On the surface, as it was presented to the public that November afternoon, the DADP plan was simply a giant picture of a beautiful future. Quite literally, its most prominent feature was a picture in which the then eleven existing Northeastern buildings were flanked by a series of totally new brick and glass edifices set off by a sward of playing fields and by a few neat dark squares representing parking lots.

It was an astonishing projection, made even more astonishing if

one were acquainted with the area. Where the artist envisioned classrooms, an indoor swimming pool, and laboratories, there were in reality only the crumbling red brick, cold-water tenements of Ruggles and Field Streets, an auto storage lot, and an abandoned cement factory. Where he envisioned dormitories, there were the bulldozed remains of the Opera House and the Boston Storage Warehouse. And where he envisioned playing fields and parking lots, there was a tangle of unused tracks. It is hardly any wonder that such an image captured the imagination of press and public alike. The next day almost every Boston paper carried the picture, and a copy of the picture was subsequently purchased by a local television station, which frequently displayed the image as an emblem of the new and developing Boston.

But if the picture elicited awed response, the magnitude of the project in sheer dollars and cents were no less startling. Between 1934 and 1959, Dr. Ell had increased the Institution's total assets from \$750,000 to approximately \$30,000,000, a feat that in itself earned the admiration of professional economists. What Dr. Knowles was now proposing, however, and in the full glare of publicity, was to raise almost twice that amount of money and in half the time. It is no wonder that the American City Bureau of Chicago, hired in 1960 to assess the University's fundraising potential, expressed some doubts that such a project could ever be realized.¹ One alumnus, hearing the November 15, 1961, announcement, was seen to shake his head and sadly proclaim, "It can never be done."

What the naysayers failed to recognize, however, was that while the enormity of the proposed physical transformation and the amounts of money involved might be mind-boggling, they were only the quantitative expressions of a far more profound transformation that was expressed in a statement of goals at the beginning of the Diamond Anniversary Development brochure: "By adapting to the projected needs of the community and the changing patterns of education, Northeastern will develop from a local college serving predominantly undergraduate commuters who must earn while they learn to a university emphasizing the broad educational values of the cooperative plan at both the undergraduate and graduate levels."² The few details that followed filled out the idea. Northeastern would pioneer the extension of cooperative education into other scientific and professional fields; enroll a far larger number of undergraduate students, offer adult and continuing education with constant expansion to serve evolving community needs, and conduct graduate study and research complementary to its undergraduate programs.

It was on the achievement of these ends that the success of the entire enterprise depended. And while the University might seem brash in its willingness to lay itself on the line for the construction of twelve new buildings and the raising of \$40 million, it had been as a matter of fact anything but brash in the formulation of these goals and the laying of its plans.

1

For over two years prior to the November 1961 announcement, the Office of Planning and the University's Advisory Committee on Planning had labored mightily at the task of determining realistic goals and plotting their potential for achievement.

Dr. Ell had left the University "a fine institution with a splendid plant and no debt, well operated in the black . . . well organized, well-conceived program of education . . . with a good deal of status in the community . . . and with the financial wind on its back."³ Dr. Knowles had no intention of jeopardizing this situation. Nevertheless, both internal and external pressures mandated some change.

Even before the first Master Plan for the campus was completed in 1959, a Draft Development Proposal drawn up two years earlier had shown a clear need for more classrooms, dormitories, and laboratory facilities. By the time the new administration took office, these needs had become urgent. Further compounding the problem was the temper of the period: "This was a time of rapid changes in higher education, a time when the federal government was saying repeatedly that the welfare and future status of our nation is identified with higher education, that we should provide more higher education for more people, that our universities and colleges were the great strength of our future development of the American free enterprise system."⁴ Consequently, one of the top priorities for the new administration was determining the degree of its obligation. Could it or should it "stand still"; could it or should it move forward toward fulfilling those "visions" of which Dr. Knowles had spoken so eloquently in his inaugural address?

The dilemma was not unique. Northeastern was not the only institution faced with the temptation to make heavy capital expenditures, to say nothing of increasing its annual operating cost. Nathan Pusey in his book *American Higher Education 1945-1970* cites some revealing statistics:

Recognizing that a dollar could buy considerably less in 1970 than in 1945, it remains a startling fact that the amount spent annually by

colleges and universities of the United States for operating expenses increased thirty-fold in this twenty-five-year period. The figure rose from a prewar high of only \$522 million to \$16 billion. . . . [And further] by 1950 institutions of higher education were spending at an annual rate of \$1.4 billion for construction. . . . By 1965 the rate had reached a level of \$5 billion.⁵

There is no reason to suppose that Northeastern could have stood aloof from these tides under any circumstances, but the extent to which it wished to commit itself was an open option.

That Dr. Knowles favored considerable commitment was implicit in his inaugural address and in his actions of the first two years, but that he did not favor it at the expense of prudence was manifest in the charge given to the Office of Planning. As Loring Thompson, Director of the Office, expressed it:

Strategic planning has the task of making technical analyses related to major problems . . . of identifying the realistic alternatives before a decision is made. So often the greatest technical effort is devoted to minor problems and there is a tendency for major decisions to be made "off the cuff" or by the pooling of opinions. Strategic planning permits important decisions to be more realistic and rational. It enables man's fund of knowledge, resources, techniques, and designs to be brought to bear upon the most important questions confronting our organizations and our societies.⁶

In fact, what distinguished Northeastern's development plan from that of many other contemporary institutions, which also chose to expand at the same time but not always as successfully, was the degree to which it was based on carefully documented data. Thus the Office had been asked to "review technical analyses of the past trends and other characteristics [of the Institution] so that the benefit of past experience may be utilized for rational decisions about future activities" and to give careful consideration to the present features of Northeastern that would provide a firm foundation for future development and to consider these features in relation to educational trends and development of neighboring colleges and their educational programs.⁷ In other words, the Office of Planning and the Advisory Committee had been asked to assess conditions not only as they existed within the current Institution but also as they existed within the context of higher education as a whole, and then to anticipate changes in those conditions—to construct, as it were, an imagined future against which Northeastern's possible responses could be measured before any commitments were actually made.

It was a formidable task that any summary can only hint at. Never-

theless, a quick glance at the files of the Office of Planning reveals that the work included a careful study of enrollment figures not only at North-eastern but at higher-education institutions throughout Massachusetts and the nation at large. The Office also presented an examination of those figures in relation to overall population and birth statistics, a projection of the approximate number of persons who would be eligible to seek higher education over the next ten years, and, based on these figures, a projection in terms of trends of how many would seek admission to North-eastern. Thus the DADP statement that Northeastern would "enroll a far larger number of students" was no arbitrary hope, for out of these statistics had come the prediction that by 1970 the University, were it to continue to serve community needs, must find room to accommodate at least 9,000 full-time students, 1,000 of whom would be on the graduate level, and 20,000 part-time students.

Similarly, the statement that the future University would provide certain new programs was based on hard data. This time the Office of Planning reduced the guess factor by posing specific questions to the various divisions of the University. Thus, for example, the Department of Cooperative Education was asked to address itself to questions such as the following: Can co-op jobs be provided for a student body at least twice the size of the present one and with the same general characteristics as the present clientele? At what rate can job opportunities be expanded during 1960-1970, assuming an adequate staff, in (1) the Greater Boston Area, (2) an expanded geographical area? What new fields of study would open up new opportunities for co-op jobs? What is the potential of co-op jobs for women students? For graduate students? What will be the effect of graduate co-op jobs on undergraduate co-op jobs?

The faculty was asked to consider priorities in terms of research, teaching loads, benefits, office space, and even recreation space. At the same time a detailed list was drawn up of the contributions and services rendered to the City of Boston by the University. The list included the following categories: the number of students served who were residents of the City of Boston, graduates of Boston schools, or employees of Boston firms; the number of Boston residents employed by the University; the contractual services purchased from the city; and the capital improvements made in the area. These examples take in only a small portion of the wide range of material that was collected and sifted before the University ventured to assess its position and limn out prospective programs.

The overall goals, then, declared in the November 15, 1961, DADP announcement, which reaffirmed the University's commitment to cooperative and adult education and to community service, which pledged to

expand all of these areas, which projected considerable development in research and graduate work, and which anticipated vastly increased enrollments, represented not some quixotic notion of what might be nice to do but a very realistic assessment of what should and could be achieved. Nevertheless, even though the University was not promising to be all things to all men and even though it was only going to attempt those projects that careful study had shown were needed and within its capabilities, realistic goals alone could be no guarantee of achievement. Equally important to the projected aims was the machinery that would bridge the gap between desire and fulfillment.

2

To bridge this gap and to maximize the chance of success, the administration resorted to very basic business practices. Budgeting was the heart of the matter. In his book on industrial management, Dr. Knowles had written, "It is in the budget that general policies are given definite, concrete expression. It is in the budget also that we may look for the *exact interpretation* of general statements of policy."⁸ This statement, as much as anything, defined the organization of the DADP.

At issue were two problems: exactly how much money would be needed for what, and how this money could be raised. The first problem was largely the province of the Executive Committee and the Committee on Facilities of the Board of Trustees, which, working in close conjunction with the Office of Planning and the Advisory Committee on Planning, were to determine priorities, assess costs, and make recommendations for action to the Board of Trustees.

On November 30, 1959, the former two groups met in joint session to review preliminary plans for development. At this time they determined that "to achieve the long-range goals, a first priority must be given to the continued growth and consolidation of present programs that support the future goals."⁹ Attention was focused on the delineation of these needs, on the purchase of land, and the adaptation of existing facilities to meet existing requirements. Some early priorities such as the ROTC Armory, a Student Health Center, and a separate on-campus Adult Education Center, all mentioned in the first review, were subsequently dropped as the reshuffling of facilities or the acquisition of new properties, such as Henderson House in Weston in 1961, rendered them obsolete. Other initial priority recommendations were also changed. For example, plans for the remodeling of the Boston Storage Warehouse at a cost of \$2,500,000 gave way to plans for demolition and new construction when it became ap-

parent that this was a more practical and expedient route. Cost estimates for the entire plan were constantly revised in the light of new demands. Originally projected at \$27,000,000 in 1959, at \$30,157,896 in 1960, the \$40,000,000 figure of the final plan was arrived at only five days before the November 15, 1961, announcement. And no one in the inner circle of planning was the least surprised when at the beginning of the second phase the estimates were revised upward again to \$52,000,000 and in 1969 to \$65,500,000.

Experience made the planners well aware of the need for flexibility, and this flexibility was consequently built into the organizational pattern. Thus three separate phases were initiated. Phase I would extend from 1961 through 1964 and have as its goal the raising of \$4,500,000. Phase II would extend through 1969 and Phase III through 1973, when the entire program would be achieved. Significantly, although the details of the first phase were carefully spelled out both in terms of goals and fund raising, the details of the last two phases were left sufficiently vague to allow for a maximum of adaptation.

If the three-phase plan was the wisest way to deal with realistic cost estimates, it was also the wisest way to deal with the problem of fund raising. On the psychological level, such pauses served the purpose of providing "rest stops" from which participants could view past accomplishments and gather new strength for new assaults. On the practical level, the three-phase plan allowed for periods of reassessment, for the calculated formulation of new plans and new goals, and/or for the reaffirmation of old ones, depending on what circumstances called for.

In addition to the three-phase division, the budget was also divided according to whether projects were self-liquidating—could be completed by borrowing capital funds that would be repaid from revenue, for example, the student center expansion, dormitories, and parking areas—or whether they would require additional financial resources—could be completed only by acquiring gifts from industry, business, friends, alumni, staff, and students, for example, endowment, land acquisition, academic buildings, and plant improvements. The effect of this division was twofold. Again, on the psychological level, the act of putting into a separate category the amount that would have to be raised by the Office of Development served to make the goals seem that much more attainable. From the business point of view, the division served the practical end of making clear what kind of financial resources could be tapped to what end. Within this framework then, the task of constantly reestimating costs continued, and the problems of fund raising began.

The machinery to carry out the fund raising of the DADP was as carefully planned as the goals and budget. Basically it was designed to operate on two levels. On the first level was a vast volunteer army led by

men whose national visibility, demonstrated concern for the University, and extensive business connections would provide the wide-ranging contacts and knowledge of resources, both in terms of money and manpower, that were essential to a successful campaign. Thus, Dr. John L. Burns, graduate of the College of Engineering ('30) and then President of the Radio Corporation of America, was asked to serve as General Chairman during the first phase (a responsibility he also assumed in the second phase), and David F. Edwards, Honorary Chairman of the Saco-Lowell Shops and Chairman of the Trustee's Committee on Development, became the Director of the Campaign Executive Committee for the first phase. Their duties would encompass general organization and coordination of volunteer fundraising efforts.

At the same time, specific fundraising efforts became the responsibility of five other volunteers. In the first phase, Charles C. Carey, President of the General Radio Company, was responsible for the business and industry segment of development, and Harold A. Mock ('25), partner in Arthur Young and Company, was responsible for the alumni segment. Norman C. Cahners, Chairman of the Board of Cahners Publishing Co. Inc., assumed responsibilities for friends and associates in the first and second phases, Earl H. Thomson ('25), Director of Thomson and Thomson, chaired the bequests division, and Edward A. Loring, Vice President of Gilman Brothers, Inc., chaired a special pharmacy campaign, which operated during the first phase to raise funds for the new pharmacy college.

In the second and third phases some of these personnel would change. On the death of David Edwards, Harold A. Mock assumed responsibility as Director of the Campaign Executive Committee, and Farnham W. Smith ('24) became Chairman of the Alumni Program for the second phase, with Donald W. Smith ('29) assuming the chair for the third phase. In addition, as requirements changed, certain offices were discontinued. This was particularly true toward the end of the campaign when much of the final work devolved on the Office of Development; nevertheless, the basic twofold structure remained throughout.

Supporting these men and providing the professional foundation on which the volunteer efforts depended was the University Office of Development. Just as the Office of Planning and the Advisory Committee on Planning had functioned to gather material and make recommendations to the Board of Trustees on the formulation of goals, so, too, the Office of Development functioned to gather necessary fundraising material, make recommendations, and to a large extent execute fundraising policies relative to the DADP.

F. Weston Prior served as Director of the Office during a large portion of the first phase and, in fact, up until 1964 when he began to focus exclusively on the alumni aspects of development. A creative man with

a wide appreciation of what kind of devices would appeal to individuals being asked for money, Mr. Prior was responsible for the highly successful Land Share Certificate program that awarded \$100 donors with certificates recognizing their "share" of the University. Designed by Farnham W. Smith, the certificate proved highly successful, particularly among alumni who fondly recalled Dr. Ell's assertion that "we must have land to put our feet on."

In the second phase Mr. Prior helped organize the Husky Associates, a plan whereby thousand-dollar donors received a plaque embossed with their name and a relief of the Northeastern mascot. Mr. Prior participated in the choice of the Diamond Anniversary title, a name designed to indicate that the program would be completed on Northeastern's seventy-fifth anniversary. These promotional devices, however, hardly express the scope of the Office's responsibilities, which encompassed the promotion of giving at all levels and the organization of the official fundraising campaign.

One of the most important aspects of this campaign was alumni giving. Changes in the method of dealing with alumni indicate the elasticity and imagination of all concerned with the DADP. Initially, in 1959, alumni gifts were organized by William A. Lovely, Jr. ('58). At this time the Development Office sought the broadest base possible of support through small single gifts. In December 1961 these gifts topped \$100,000 for the first time. With the launching of the DADP, however, the function of the Office was changed and modified. Attention shifted from small single gifts toward the acquisition of large capital contributions. As a consequence, the structure of the Office also altered. Alumni gifts were now more closely identified with overall development. Mr. Lovely became Assistant Director of Development in 1962, with a new young man, also a Northeastern graduate, Eugene M. Reppucci, Jr. ('60) appointed to the dual role of Assistant Director of Development and Director of Alumni Programs.

At the end of the first phase in 1964, the small gift-giving program was reconstituted as the Alumni Annual Giving Program, and a National Council designed to give special recognition to a small and distinguished group of alumni was instituted. This organization, designed by Mr. Prior, proved to be one of the most important foci of alumni activities and was fundamental to the success of the DADP. At this point Mr. Reppucci became Director of the National Council, although he also retained responsibilities for general development. Still another young man, Royal K. Toebes ('59), who had returned to Northeastern the previous year, was appointed Director of the Alumni Giving Program.

In the third phase the Offices of Development and Alumni Giving

were again reorganized, this time into two autonomous units, with Mr. Reppucci becoming Director of Development and Mr. Toebes, Director of Alumni Affairs. Recognition of the importance of both these offices and the work of their directors came when both men were appointed vice presidents of the University in 1971 and 1972, respectively.

These facts, however, move ahead of the story. In November 1961 the outstanding fact was that a goal of raising \$500,000 was apportioned to the alumni, and it was on this point that the American City Bureau of Chicago, figuring that past contributions hardly warranted such optimism, had expressed a major concern. The Bureau, however, reasoned only from past figures and failed to take into account the full impact that the idea of creating a new university to their image would have on the sons and daughters of Northeastern. Many of the alumni were relatively new. After all, there had only been 2,400 of them in 1934 when the first development campaign was initiated, and now there were close to 30,000 whose spirit and resources had yet to be tapped. To penetrate this force, a massive army of 1,700 graduates were recruited, 1,200 of whom attended an alumni dinner and rally on April 16, 1963—the largest such gathering in University history. “We confidently expect to reach our \$500,000 goal by the end of June,” declared Harold Mock. To achieve this end, each member of the “army” was carefully trained and given a handbook that included, among other injunctions, the advice to make at least two calls on every prospective donor on the grounds that “You can’t make a good pickle by squirting vinegar on a cucumber; it has to soak a while.” The metaphor was a homily but it was appropriate. The process of deciding whether to contribute—and if so, how much—can be a long one, and premature pressuring was not to be risked.

Once trained, the army was divided into an elaborate hierarchy of area captains, team captains, and door-to-door solicitors. Strategy was precisely calculated. For example, wherever there was a high density of alumni, professional groups were brought together and the University’s role in their particular field of interest stressed. In other areas where alumni were more scattered, a more general picture was presented, but in each instance and at all levels it was made clear that graduates were being given a real opportunity to express their loyalty to their alma mater. And loyal they proved, exceeding their first goal by well over 100 percent and each subsequent goal by equally significant amounts.

Throughout the campaign, the solicitation of alumni was to be a massive undertaking but no more so than solicitation in other areas. In later years Dr. Knowles was to say, “Those people who expressed concern in the early years didn’t consider that we would obtain funds from a large

number of sources: the federal government, loans, corporations, and foundations, as well as from our alumni and friends.”¹⁰ It might have been more truly said, however, that the skeptics were unaware of what one University vice president would later call “Dr. Knowles’s magic ability to predict where money would become available and to tap that source.”

If this were magic, however, it was a magic well tempered by knowledge and by preparations based on that knowledge. Again and again there appears in the minutes of the Executive Committee of the Board of Trustees the formula that said in effect, “It has come to my attention that the federal government is considering a bill that would provide funds for [and here the relevant subject is mentioned]. . . . In anticipation of the possible passage of this bill, the University would do well to draw up a proposal for action in this field.”

Nor was this formula limited to federal government plans, for Dr. Knowles also made it his business to keep well abreast of city, community, and foundation plans as well. The conduits for this knowledge included the President’s own reading and active participation in national, city, and community organizations; the material gathered by the Offices of Planning and Development; and, not least of all, the information compiled by a Special Assistant to the President, a post variously held by John S. Bailey, John Whitla, and Eugene M. Reppucci, Jr., each of whom was assigned in his time—but especially at the height of federal funding appropriations—to the task of keeping the University informed of what went on in Washington and the world, and in keeping Washington and the world informed of what went on at the University. As a result, Northeastern was often “magically” prepared with its plans before the ink was dry on some new appropriation. Such magic was further expedited by the fact that Dr. Knowles was not above calling someone, even in the middle of the night, with an idea or perception that might promote the success of the DADP.

3

It is not within the scope of this chapter to discuss the achievements of the DADP. Many of these will be highlighted in the following chapters on academic growth and in a final chapter of physical development. What should be clear, however, is that very little was left to chance. Even the timing of the announcement, to say nothing of the press conference and subsequent publicity, startling to those used to a more reticent Northeastern, had been carefully calculated for maximum effectiveness. Thus, for example, on November 10, 1961, Dr. Knowles had determined that November 15 must be the announcement date, as “this will get the program

before the public without any further delay (which we must do) because of similar programs of other institutions, the country's political and economic climate, and the year-end tax planning of individuals and organizations."¹¹

In his inaugural address to the faculty and staff on September 8, 1959, Dr. Knowles made this pledge: "We shall continue to operate this University on a sound financial basis, doing only those things that we can afford to do and expanding as we have resources available. In brief, *we shall operate in the black*."¹² The DADP had been planned and organized as much as humanly possible to assure that this pledge would be honored. The extent of this planning is perhaps most clearly articulated in a letter received from Barton-Gillet, the Baltimore publicity firm that was hired to prepare promotional campaign literature. "Your presentation of Northeastern's needs," the president of the company had written to Dr. Knowles, "was one of the most informative and concise that I've ever encountered. It was indeed refreshing to see the extent of the planning done by you and your associates. Considering this unusual progress, we feel confident in going right ahead . . ."¹³

It was a sentiment shared by many. The DADP had made clear how resources might be obtained and to what ends they would be allocated. Thus, on November 15, 1961, Northeastern launched its thirteen-year odyssey with clearly articulated plans that were designed to be fulfilled on the seventy-fifth year following the founding of the University—the Diamond Anniversary.



Frank Palmer Speare, Northeastern's first President, 1916-1940.



*Boston's YMCA in Copley Square in 1908—the site of
Northeastern's roots.*



*Future site of Northeastern around 1903. To the left, the Boston
Storage Warehouse; to the right, the Boston Opera House.*



Carl S. Ell, Northeastern's second President, 1940-1959.



Northeastern University Yard around 1940. The Boston YMCA is to the left, the Science Building in the center, and Alumni Auditorium (later named the Ell Center) to the right.



The Executive Council, 1958. From the left: Prof. Bateson, Dean Everett, Prof. Schlagenhauf, Dr. Ell, Dr. White, Prof. Parsons.



Asa Smallidge Knowles, Northeastern's third President, 1959-1975.



President Knowles's inaugural procession, September 8, 1958.



James R. Killian, Chairman of the Corporation, MIT, bestows the lavalier on President Knowles during inauguration ceremonies, as Byron K. Elliott, Chairman of Northeastern Corporation and Board of Trustees, looks on.



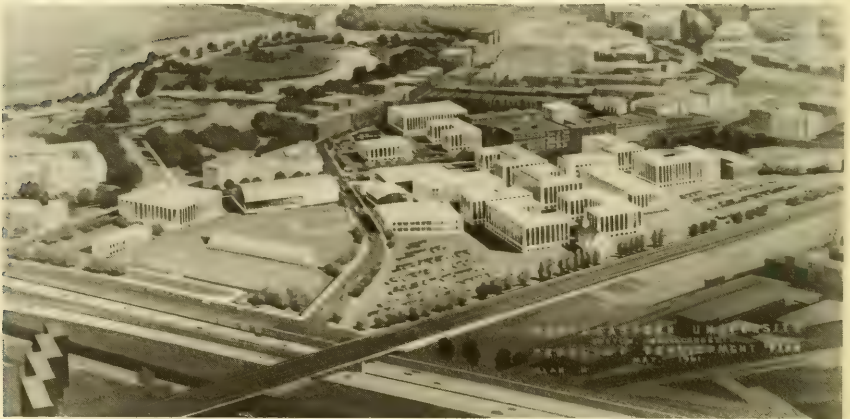
The United Reality Building, purchased by Northeastern in 1961.



The head table at the annual Northeastern corporation meeting on November 10, 1960. Seated, from the left: Laurence H. Martin, Treasurer; Asa S. Knowles, President; Judge Byron K. Elliott, Corporation Chairman; Frank L. Richardson, Vice-Chairman. Standing, from the left: Lincoln C. Bateson, Secretary; Earl P. Stevenson; Russell B. Stearns; David F. Edwards; Carl S. Ell, Chancellor; and Edward Dana.



Loring M. Thompson, Director of the Office of Planning and later Vice President of Planning.



Northeastern's Proposed Development Plan, unveiled during announcement of the Diamond Anniversary Development Program on November 15, 1961.



Presentation of a Northeastern University Land Share Certificate, a device used in the first phase of the Diamond Anniversary Development Program to promote giving. From the left: Theodore R. Perry '32, Asa S. Knowles, and Harold Mock '23.



Henderson House, acquired by Northeastern in 1961.

PART TWO

ACADEMIC
EXPANSION

VI

Founding and Development of University College

THE DIAMOND ANNIVERSARY DEVELOPMENT PROGRAM, WITH ITS BOLD PLAN TO amass \$40 million and change the face of Northeastern, opened on a note of vigorous optimism. As one administrator remarked, "It was not a question of what we could do—we could do anything—it was a question of what we would do."¹

Although in 1961 much of the federal legislation that was to make the 1960s the "Golden Age of Higher Education" had yet to be enacted, it was abundantly clear that the new Congress and President Kennedy favored liberal allocations for this "national resource." In the meantime, federal money—particularly for student loans under the 1958 National Defense Act and for research under a host of special interest bills—was readily available. Thus, the most vexatious problem facing many higher education institutions in the early 1960s was not where to get funds but how much to accept and under what program.

The temptation to chase every federal dollar offered from Washington was omnipresent, but giving in could have pulled the Institution in a multitude of directions inconsistent with long-range goals, and bankruptcy might easily follow on beneficence. Northeastern had protected itself against such unfortunate eventualities by carefully constructing the Diamond Anniversary Development Program, which assured that the

University's efforts would be channeled in a particular direction. The plan reinforced Northeastern's commitment to well-tried traditions of cooperative education, adult education, and community service as well as to fiscal responsibility; it also provided firm internal restraints. Although Dr. Knowles was anxious to transform Northeastern into a multifaceted major university, his actions toward this end were carefully controlled. Nowhere was this restraint more apparent than in the kind of undergraduate colleges that the Institution developed during the 1960s. University College, the first of these units, although it preceded the announcement of the Diamond Anniversary Development Program by almost two years, nevertheless perfectly expressed in its concept and execution the goals of that program.

1

As the decade of the sixties opened, pressure throughout the country to expand enrollment and subsequently to design programs to accommodate these increases was tremendous. In 1950, 1,851 colleges and universities in the United States accommodated 2,639,021 students. By 1960, although only 157 institutions had been added, enrollment had catapulted to 3,215,544, and projections for 1970 were double that. Despite these statistics, Northeastern declared as early as November 1959 that "the rapid growth of undergraduate enrollment during the past few decades will be deliberately slowed down. The admission of freshmen will be on a more selective basis. . . . The University will concentrate upon a higher level of instruction and the extension of the cooperative work program into graduate education. The evening offerings will be expanded into a broader adult and continuing education program with a variety of offerings in both day and evening hours."² The significant point here is not that the University intended to place limits on undergraduate enrollment but that it accorded priority to improved instruction, to adult education, and to the Cooperative Plan of Education. The establishment of University College gave a concrete dimension to the first of these two priorities.

As indicated in Chapter III, the first consideration in the founding of the new college was the need to achieve accreditation for the College of Business Administration, which could be accomplished only by abolishing the Evening School of Business and incorporating its programs into the new entity of University College. In addition, Northeastern was committed to upgrading the status of its evening and adult programs, which demanded a reorganization of the Evening Division. To effect these ends, University College was opened in the fall of 1960.

In the next fifteen years, five deans were to serve the College: Albert E. Everett, appointed in the dual capacity of Dean of University College and Dean of the Office of Continuing Education, 1960–1961; Albert Hanson, first permanent, full-time Dean of University College, 1961–1963; Lawrence Allen, 1963–1966; John S. Bailey, Acting Dean, 1966–1967, Dean, 1967–1970; and Kenneth W. Ballou, 1970–1977. Although each dean was to encounter different problems related to the particular stage of development that the College had achieved at a particular time, each was deeply committed to the basic philosophy that “education, to be truly realistic in serving the needs of adults, must be flexible, unrestricted by traditional approaches, and accept one’s total education as resulting from many contributing factors.”³ Thus, adaptability and innovation became the hallmarks of the College.

Under Dean Everett the College opened with four types of programs: those requiring 130 credit hours and leading to a Bachelor of Science degree with majors in Accounting, Management, Technology, and Liberal Arts; those requiring 60 hours and leading to an associate’s degree in the same fields; those requiring a minimum of 30 hours offered through “institutes,” ranging from the Institute for Credit and Finance to the Real Estate Institute and leading to a certificate; and those described in the 1960–61 catalog as special “on-campus courses, seminars, conferences, and forums—usually [offered] cooperatively with professional societies, trade associations or civic agencies—to communicate information about current trends and the ongoing needs of a changing society.”⁴ Within these categories, courses cut across traditional subject matter areas, establishing as a standard relevance to adult students and abjuring the notion of simply duplicating day college offerings.

Also under Dr. Everett University College developed a unique admission system—an open admissions policy that enabled any adult with a high school diploma or the equivalent to have a try at undergraduate education. The fifth Dean, Kenneth W. Ballou expressed it this way: “Traditional mechanisms such as rank in class, College Board scores and the like are completely irrelevant in the world of adult education, and we strongly feel that any adult should be able to try on a college education for size with minimum restrictions.”⁵

Dean Ballou’s statement appropriately echoed that of Dr. Speare almost fifty years earlier: “Northeastern will never be orthodox . . . but will seek to give to every eager boy and man an opportunity to appreciate and obtain the best things in life.”⁶

Nevertheless, because the College was also committed to a uniformity in degree standards, admission did not automatically mean matriculation.

Rather, the College categorized all students as special or nonmatriculated until each earned forty credit hours (twenty courses). If a C average was maintained, then the student could be officially accepted into a degree-granting program with appropriate note taken of his previous work. Such a plan, if it was nontraditional for other institutions, was paradoxically very much in keeping with Northeastern's own tradition—"a place easy to get into, but hard to get out of."

University College's unorthodoxy also touched its scheduling practices. In an effort to satisfy the needs of "every eager boy and man" and, later, every eager woman, the College gave up the traditional notion that courses must be offered in conventional three-hour-a-week sessions spread over the conventional semester. Instead, the College adopted a time schedule specifically tailored to the needs of students whose busy lives might not allow them a commitment of three evenings for study or even a commitment of fifteen weeks. Many courses were redesigned so that material could be covered in one-hundred-minute periods offered once a week or in intense four-to-six week sessions.

In keeping with the same principle—that convenience was of greater moment than tradition—the College also abandoned the notion that a university course required a university setting. Parking as well as city traffic had been a continuing problem on the urban campus. Partially to circumvent the traffic problem and partially to cut down on the commuting time of suburban students, Dr. Everett conceived the idea of bringing courses to the students. Initially the idea was implemented on a fairly informal basis. For example, in the early 1960s Weston High School was rented to house certain evening business courses that would later be offered on the Burlington campus, and in 1961 Northeastern used the facilities of Henderson House for the first time to conduct a National Police seminar. Later this idea would become formalized as the satellite campus system.

When Dr. Hanson took over as full-time Dean of University College in the fall of 1961, the general characteristics of the College were already in place. Dean Hanson's major task was to expand and consolidate these ideas in accordance with the demands of his constituency. Although the College had begun as an evening institution largely designed to satisfy the needs of adult, part-time students, the administration was not insistent that this remain the limit of its function. Thus in the fall of 1962 when Forsyth Dental Center became affiliated with Northeastern and when Massachusetts General Hospital's School of Nursing began to send its students to Northeastern for training in nonnursing courses, University College assumed administrative responsibility for the day programs that would

serve these younger students. As a consequence, by 1963 the statement in the University College catalog declaring that the College had been designed "to meet the particular needs of adults desiring formal programs of professional development on a part-time basis" was expanded to read "or of young people enrolled in professional schools affiliated with Northeastern."⁷

Under Dr. Hanson the curriculum of the College also underwent considerable revision. The program in Technology, for example, was dropped, and many of its classes were assumed by Lincoln Institute. At the same time, a Department of Law Enforcement and Security was added, the feeling being that it was more appropriate to the scope of University College. During the same period, in the interest of accreditation standards, the associate degree was limited to Management and Accounting, and an Associate in Arts degree (A.A.) requiring seventy-two hours was introduced. Plans were also made to drop the sixty-hour associate degree altogether (accomplished by 1964) and to introduce a seventy-two hour Associate in Science degree offering, while the description of special courses was changed to read "single courses or special programs are available for the special student."⁸ The point here, however, is not the details but the recognition of University College's continuing adherence to the principle of flexibility, to the idea that any change could be countenanced as long as it was in accordance with the criteria of maintaining academic standards and of meeting individual student and community needs.

In 1963 Dr. Hanson retired. Under the new Dean, Lawrence Allen, curriculum was further expanded and reorganized into the basic departments of Liberal Arts, Business Administration, and Law Enforcement Correction and Security, categories that still existed in 1975. Even more significant was the introduction of health programs, destined to become one of the largest units of the College (see Chapter XII), and the formalization of the satellite campus system.

Up to this point Northeastern's idea of bringing courses to the students had been pursued on a fairly eclectic basis, with no particular consistency either in the use of facilities or in the number and kind of programs that might be provided from year to year. By 1965, however, it was clear that the idea answered a deep need in the community, and this year, then, marks the real beginning of Northeastern's satellite campus system. Under Dr. Allen facilities in two high schools, one in Framingham and a second in Weymouth, were contracted for on a relatively permanent basis with comprehensive evening programs planned for each. In the course of the next decade, other high school facilities were rented, and the system

flourished so that by 1975 fully 40 percent of all University College students were attending classes in several facilities outside the Boston area.⁹ During the same period other universities began to emulate the idea, and the notion of satellites, which had been a maverick educational concept in the Boston of 1965, had become a major higher education practice.

It was also under Dr. Allen that the full potential of the suburban campus in Burlington for University College programs began to be realized. The total effect of this ex-urban expansion was not only to add to University College's constituency but also to make possible a whole new raft of programs that initially could not have been instituted without such accessibility. Outstanding among these programs were the ones for women. Thus, long before women's liberation became the catch phrase of the decade, University College had taken the initiative by providing courses at convenient locations and at convenient hours that would allow housewives to update their skills, prepare for reentry into the job market, and still be home in time to greet their children from school or to fix dinner. These programs, largely developed by Administrative Assistant Virginia Bullard of the Adult Program staff, became so successful that, ironically, location soon ceased to be a prime consideration. By 1967, in response to demand, similar part-time day programs were begun on the Boston campus as well. The real emblem of University College's achievements, however, came in November 1965, when it was accepted for membership by the National University Extension Associates, one of the most influential adult educational professional associations.¹⁰

At the end of the academic year 1965-66, Dr. Allen resigned to assume a position at the University of Kentucky. Professor John S. Bailey, then Director of Public Relations, was appointed Acting Dean and approved as Dean in 1967. Under his vigorous leadership and that of his successor, Kenneth W. Ballou (1970-1977), the College's commitment to keeping "pace with the changing needs and interests of its students and community" was interpreted to mean not only an increase in the number of programs, their scope, variety, and academic excellence but also an increase in their general availability.

During these years both traditional and professionally oriented programs grew to the point where in 1971 alone there were 90,000 course registrations. Imagination, innovation, flexibility, and, most of all, response to community needs were the touchstones dictating the selection of courses. Thus programs tailored to meet the needs of women returning to the job market expanded, and in the mid-1960s special business courses

to meet the emerging needs of black entrepreneurs were added, with Martin Luther King, Jr. scholarships becoming available to help allay the cost for black, part-time students.

The professional programs that were developed at this time also demonstrated responsiveness to a wide variety of needs. They included a major in music designed specifically for professional musicians who felt the need for more theoretical training. Course offerings, which were as diverse as "The Life and Works of J. S. Bach" and "Jazz Evolution and Essence," led to a degree under the liberal arts wing of the College. At the other end of the professional spectrum were majors in transportation, and security and corrections. One of the fastest growing areas, however, was health science, and by 1975 the College was offering associate degrees in Respiratory Therapy, Radiological Technology; a bachelor's in Medical Technology, Cytotechnology, Medical Record Science, Management of Health Agencies and Institutions; and certification programs in Nursing Home Administration as well as a unique eighteen-month physician's assistant course.

At the same time, traditional part-time programs also expanded, leading to the associate's or bachelor's degree in almost forty fields of study. In spite of the rapid growth and wide choice of programs available in the late 1960s and early 1970s, the criteria for course selection remained basically the same as they had been at the inception of the College—suitability to the needs of older professional students. Thus, in 1970 University College rejected a proposed hotel administration course on the grounds that it was not suitable for older University College students.

The growth in program offerings was accompanied by a growth in availability. An important innovation here was a broadening of the admissions' policy to allow results of a new College Level Examination Program (CLEP) to be submitted for admission consideration. CLEP, initiated by the College Entrance Examination Board in the late 1960s, tested knowledge acquired through nontraditional as well as traditional means, but although CLEP opened the door to many new students, in the opinion of University College administrators, it did not go far enough. To accommodate other students, then, who might be qualified for college study but whose area of interest was not covered by a CLEP examination, the College introduced a program in the fall of 1972 whereby an adult enrolled in liberal arts courses at University College could petition to receive credit for noncollegiate experience. Thus, for example, a person who had been working for some time as a bookkeeper might offer that experience as

the equivalent of formal training in accounting, with up to sixteen hours of such credit being allowed in Liberal Arts. Both of these innovations were very much in keeping with University College's commitment to making undergraduate education as available as possible to students who might be cut off from such experience were the College to follow more orthodox admission policies.

Availability also meant physical availability, and by the early 1970s the satellite system had extended beyond Framingham and Weymouth with educational facilities being used in Lynn, Reading, Lynnfield, Bourne, Ayer, Springfield, Hanscom Air Force Base in Bedford, or wherever demand warranted. By 1975 Haverhill, Boxford, Norwood, and Milford had been added to the roster of off-campus locations, which at one time or another were used to provide University College programs.

As more and more classes were scheduled in locations that were accessible to the suburban as well as the urban community, more day programs were added. One, dubbed "on site academies" by the Associate Dean of Allied Health Science, John Schermerhorn, allowed University College teachers to travel to specified hospitals, where they offered accredited courses in nonnursing subjects to students enrolled in nursing schools that were not themselves accredited to provide such programs.¹¹

Simultaneously, day offerings had grown to accommodate not only younger students and women but others as well. By 1971 the College catalog was mentioning "Adult Day Programs," courses offered Monday through Friday, nine to five, "to meet the needs of adults with family or other obligations who wish to engage in part-time study during the day. . . . Adult Day Programs also offer daytime workshops and conferences, sometimes over weekends, with the option for credit." During the same period, full-time courses were also introduced. In 1970 350 students were enrolled full time, and by 1975 that number had increased to 950.¹²

2

The founding of University College had been a bold and innovative response to a particular Northeastern problem. The subsequent growth of the College from 4,000 students and 300 part-time faculty in 1960, to 12,000 students and 700 part-time faculty in 1975, was a testament to the timeliness and validity of that response.¹³ By 1971 the College had achieved such importance to the total structure of the University that when enrollments began to decline as the result of recession, Dr. Knowles remarked that too great a decline would have a disastrous effect not only on the financial picture of the College but on the University as a whole.

Such a decline, however, did not take place and enrollments stabilized. Indeed, as the 1970s unrolled, as money tightened, and as traditional colleges began to feel the pinch of belt tightening, more and more institutions began to emulate Northeastern.

In the early 1960s, an adult evening college that dared to offer programs that did not duplicate traditional day college offerings but cut across subject matter areas to meet the particular needs of adults may have been a maverick, but by the late 1970s, as birth rates dropped and retrenchment became the key word, those same programs proved to be the pacesetter for survival. In such a fashion, then, the history of University College may be seen in a sense to recapitulate in miniature the entire history of Northeastern University itself.

VII

Addition of Four Basic Colleges

THE IMMEDIATE PROBLEM OF ACCREDITATION HAD DICTATED THE ESTABLISHMENT of University College; no such urgency, however, mandated the founding of the four new basic day colleges that were to follow shortly after. Upon assuming office, Dr. Knowles had pledged that the University would "achieve her destiny." To a man whose fierce energies and ambitions had always been tempered by a shrewd judgment, this promise meant one thing: the University must grow but not in mere size. As stated in the previous chapter, any institution in the early 1960s had the potential for doubling or even tripling its enrollment simply by opening its doors. Dr. Knowles, however, was too astute a businessman to equate mere numbers with real growth. As he was well aware, American society in 1961 was on the verge of enormous changes. True growth, he reasoned, should reflect these changes as well as an increased college-age population. His instincts were further buttressed by Northeastern's tradition of responding to community need, of extending its Cooperative Plan of Education into totally new areas, and of venturing only into those fields that appeared financially responsible.

In practice these policies meant that much of the University's growth in the 1960s would come from developing cooperative colleges that trained young men and women in service professions, which Dr.

Knowles had identified as "the fastest developing segments of the economy,"¹ and which pending legislation suggested might be fiscally viable. Thus, within a space of six years Northeastern was to double its roster of basic colleges. If such proliferation seems astounding, and indeed there were those who felt the University was catapulting ahead at breakneck speed, the wisdom of Dr. Knowles's policy was amply demonstrated when in 1971 the recession in engineering and subsequent attrition in enrollment was more than offset by the growth in the new units—indeed in 1973 one-third of the entering class was enrolling in the new colleges.

1

THE COLLEGE OF PHARMACY, 1962

In retrospect, the merger of the New England College of Pharmacy, which was the first of these units, stands as one of the last examples of how business could be conducted in an earlier and simpler age. On February 21, 1961, Dr. LeRoy C. Keagle, President of the New England College of Pharmacy, had telephoned Dr. Knowles to discuss the possibility of "affiliation between our two institutions," thus setting in motion the process that was to culminate only a few months later in Board approval of the merger between the two institutions. In fact, by May 17, 1961, Dr. Knowles would announce to all members of the faculty and administrative staff that "it has been agreed that what is now the New England College of Pharmacy will become the College of Pharmacy of Northeastern University."²

Within five years such expeditious action would no longer be possible because of the evolution of Northeastern's governance, which included a strong and deliberative Faculty Senate. This is not to render judgment on either period but only to recognize that the kind of rapid expansion Northeastern experienced in the early 1960s was very much the consequence of certain internal administrative conditions in conjunction with specific external opportunities. A change in either one of these factors would, and did, dramatically affect the development of the Institution. In 1961, however, the response to Dr. Keagle's query was not, "What will the faculty think of this idea?" but only, "Does this Institution conform to our objectives? Can it pay for itself?" The answer to both these questions was yes.

The New England College of Pharmacy was a full-fledged, accredited college with a well-qualified professional faculty, which was, in a sense, trapped in two venerable buildings on Beacon Hill, one of which formerly

housed the Boston University Theological School. These buildings, although historical gems that had been designed by Richard Upjohn, architect of the famous Trinity Church in New York City, had defied any attempts toward modernization. Thus, President Keagle, noting the trend among schools of pharmacy toward membership in a university community, had made the decision to discontinue the school as an independent unit and, after a brief survey of local institutions, had decided to approach Northeastern as the university most sympathetic to the professional aims of his college.

Dr. Knowles, on his part, viewed the idea of a merger as a logical step toward the achievement of Northeastern's own goals and objectives. At the University of Toledo he had become familiar with the problems contingent on administering a college of pharmacy and was, therefore, working on familiar territory. Following Dr. Keagle's call, he appointed a faculty committee to study the idea.³ Under the watchful marble eyes of ancient Boston University theologians, whose Victorian images dotted the school, the committee examined the College's records and facilities. In short order they concluded that the Pharmacy curriculum was (1) ideal for adaptation to the Cooperative Plan of Education, (2) was consistent with Northeastern's growing interest in health service professions, and (3) would fit in nicely with the University's already existing programs, effectively augmenting the existing departments of Chemistry and Biology.

The faculty committee further determined that a pharmacy college would have the potential to develop graduate and research programs, which Dr. Knowles had determined should be a requisite for any new unit. The committee also decided that the New England College of Pharmacy was a financially sound proposition because it was debt free and had assets, including buildings, equipment, and development funds, amounting to roughly \$325,000. Although these funds would not cover the cost of constructing two new laboratories that would be required for the College's operation, the faculty committee reasoned that additional funds could be raised for the support of a pharmacy program that might not otherwise be available to Northeastern. They also reasoned that a goal of raising from \$250,000 to \$500,000 might legitimately be made a condition of merger.⁴

After carefully examining these considerations, a tentative plan of merger was drawn up, and on May 12, 1961, a brief three months after the initial phone call, the Executive Committee of the Board of Trustees approved in principle the idea of a corporate merger between Northeastern University and the New England College of Pharmacy to take place in the summer of 1961. Thus, with scarcely a ripple, the first new basic college since the establishment of the College of Education in 1954 opened as a

full-fledged, fully accredited, fully staffed unit of the University in the fall of 1962.

The advantages that would accrue to Northeastern by the addition of a College of Pharmacy have been cited above. These advantages now became the blueprint according to which the College would develop. The first task confronting the administration after the signing of the merger was to adapt the pharmacy curriculum, which required 155 weeks of academic work and generally took five years in a conventional college, to Northeastern's Cooperative Plan of Education without extending the time required to earn a degree. The solution was quickly effected when Northeastern, with its customary flexibility, agreed to modify its plan to allow the pharmacy students to begin their cooperative work in the middle of the third year and to terminate halfway through their senior year.⁵ The College of Pharmacy thus opened and was the first in the nation to be conducted on the Cooperative Plan of Education.

In the fall of 1964, the College of Pharmacy claimed still another first when it admitted twelve qualified pharmacists with Bachelor of Science degrees into a two-year, cooperative program leading to the Master of Science. At the same time, a new research program "to keep the members of the faculty research-minded and . . . to attract additional research scientists" was initiated, thereby fulfilling the earlier expectation that the College had the potential to develop research and graduate programs.⁶

It was indeed a period of happy fulfillment and cooperation. The dedication of the University and College to "make a distinctive contribution to the field of pharmaceutical education"⁷ manifested itself in a rapidly expanding curriculum that allowed the College to reorganize itself within three years into three, instead of two, professional departments: (1) Pharmacy and Pharmacy Administration, (2) Medicinal Chemistry, and (3) Pharmacology and Pharmacognosy. The following year, the College further extended its efforts by offering programs through the Center for Continuing Education. A one-day seminar, for instance, in pharmaceutical problems relating to Medicare attracted 250 participants. Two, eight-week workshops, one in pharmacy management and another on therapeutics, were also successful.

In 1968, however, after six years of almost total control of its own affairs, the College of Pharmacy suffered its first major setback in its relations with the University. Dr. Keagle, a soft-spoken, meticulous man, highly dedicated to his profession, had designed a new undergraduate program leading to the Doctor of Pharmacy degree. Sent through appropriate administrative channels to the Board of Trustees, the degree plan

was approved, only to be rejected later by the Faculty Senate, which "deplores and opposes the use of the word 'doctor' in any undergraduate degree title."⁸ In vain, Dr. Keagle protested that the Doctor of Pharmacy degree was awarded by comparable colleges throughout the country, but the Faculty Senate was adamant on an issue that it felt touched the academic credibility of the entire Institution. For Dr. Knowles, a strong supporter of the proposed professional degree, the decision was particularly ironic, for one of his first moves in office had been to encourage the establishment of the Faculty Senate on grounds that collegiality would strengthen the University. Now, in the late 1960s, that organization was impeding the institution of another program that he also felt would strengthen Northeastern. It was an irony that could not have been lost on the strong-minded President.

In spite of this setback, the College of Pharmacy continued to experience a slow but steady growth, with enrollment increasing from the initial 205 students in 1962 to 297 in 1968 to 480 in 1970.⁹ Then in 1971, almost a decade to the day after the New England College of Pharmacy had become legally merged with Northeastern, the College underwent still another transformation by becoming the College of Pharmacy and Allied Health Professions. (See Chapter XII.)

The change, which represented a consolidation of the University's rapidly proliferating health science programs, also represented a compromise between the administration, which supported the establishment of a separate health sciences college, and particular faculty members who were reluctant to cede authority over their own programs. In this sense, the College again reflected a fundamental shift in the decision-making process. No longer was it possible to determine the course of events, as it were, by phone. By 1970, deliberation and consultation had become an important part of University procedure. But if Dr. Knowles regretted the loss of simpler days, he was wise enough to compromise gracefully, and the newly named College, modeled on a similar college at Temple University in Pennsylvania, went into operation in the fall of 1971.

Designed to avert the problem of overlapping programs and the chaos of vertical development in fields that were naturally allied, the new structure meant that academic jurisdiction over all programs in pharmacy and in the allied health professions offered by University and Lincoln Colleges would be under a single administration. This administration would also serve in an advisory capacity for related programs in the Center for Continuing Education. The budget for the health sciences remained separate from the pharmacy budget to ensure continuity in each area of endeavor,

but an associate dean, who would be responsible for the coordination and development of the educational programs in the health areas, would report to the Dean of the College. Collective faculty action was to take place for such purposes as recommending candidates for degrees, for dealing with matters having a direct and substantial impact on both pharmacy and the allied health professions, and for all other matters requiring full faculty action.

The compromise was not the perfect solution. As late as 1973, a separate College of Allied Health Professions was still being considered, but in spite of some reservations, the newly consolidated College flourished. By 1975 the original two-department College of Pharmacy, serving 205 students and offering only the Bachelor of Science degree, had expanded to a seven-department College of Pharmacy and Allied Health Professions, serving 1,273 undergraduate students and 328 full- and part-time graduate students and offering four separate degrees ranging from the Associate of Science to the doctorate.¹⁰ The newest addition to the roster of Northeastern's professional colleges had weathered its conflicts, had exceeded the goals set for it some thirteen years earlier, and had come of age.

2

THE COLLEGE OF NURSING, 1964

The addition of the College of Pharmacy had been a major step in what was to become one of Northeastern's most important commitments—a commitment to high-quality education in the health-related professions. Its development was also illustrative of how changes could be effected and additions made in an earlier and simpler age when an administrative decision might easily be consonant with an administrative action. Having perceived that the health-related professions were some of the fastest-growing professions in the United States (between 1950 and 1960 alone, the number of persons involved in this area had grown by 54 percent¹¹), knowing that in Boston, with its high concentration of health institutions, health service constituted a major industry, and observing that the federal government was in the process of formulating legislation pertinent to health care, Northeastern's administration had begun as early as 1960 to encourage the University's departments to develop relevant curricula. (See Chapter XII.) The merger with the New England College of Pharmacy had thus simply been one aspect of a general policy. At the same time, and consistent with the same policy, the University also began to consider an even bolder move—that of opening its own College of

Nursing. But whereas the merger may be seen as a tribute to Northeastern's ability to act swiftly and expeditiously in the pursuit of its goals, the development of the College of Nursing must be seen as a tribute to its ability to be stubborn and tenacious toward the same end.

The first steps leading to the development of Northeastern's College of Nursing have been very concisely summed up in a case study by A. Gerald Renthall and Marguerite Brown, "Cooperative Planning for a New School of Nursing I," in *Health Services Administration*, Roy Penchansky, ed. (Cambridge, Mass.: Harvard University Press, 1968). The following summary of the College's background relies heavily on this scholarly source, which should be consulted by anyone interested in more background detail. As the authors of this study point out, the genesis of the College can actually be traced to the winter of 1959. At that time the directors of nursing at Boston's six major nursing schools (Massachusetts General, Peter Bent Brigham, Children's Hospital Medical Center, Beth Israel, New England Deaconess, and New England Baptist) undertook an intense statistical examination of their facilities, which in 1961 led to the recommendation that local higher education institutions should provide programs to augment those being offered in hospital schools. Shortly after, the awkwardly named but highly influential Nurses Group of the Professional Subcommittee of the Harvard Hospital Planning Committee issued a report incorporating the initial recommendation and coming to the following three conclusions that were to have a profound effect on the future of Northeastern:¹²

1. A combined school comprising existing hospital schools is feasible and practical;
2. Nursing education should be conducted under the auspices of an educational institution rather than a hospital;
3. The success of nursing education rests heavily on a flexibility that will facilitate the transfer from one kind of educational program to the other (i.e., from associate degree to baccalaureate degree program).

During the next several months, following the issuance of this report, the Nursing Group met to consider ways in which they might implement their findings. From these meetings came the general agreement that if a new school of nursing were to be established, it should be under the aegis of a higher education institution and that, because of their proximity to the hospitals in question, Boston University and Northeastern would be the most logical choices. As a consequence, Dean Henry Meadow of

the Harvard Medical School sent a copy of the Nursing Group report to both these institutions, with an invitation to express their ideas. Boston University was heavily favored to house such a school as it already had a medical college and an operative nursing program.

As these events were unfolding, and quite independently of the Nursing Group, Miss Ruth Sleeper, Director of Nurses at Massachusetts General Hospital (MGH) and a nationally known figure in her field, had begun separate negotiations with Northeastern for an "alternate program" of nursing education. Under this program students recruited by MGH, but subject to the approval of Northeastern, would study academic subjects at the University and concurrently learn nursing techniques at the hospital. After three years of study, they would earn a diploma from the MGH School of Nursing, but credit would be allowed by Northeastern toward an Associate of Science or a Bachelor of Science degree from that Institution. In the late spring the National League of Nursing, an august body on whose say all nursing program accreditation depended, gave its approval for what it termed "an experiment," and the program began in the fall of 1962 with forty-four students.

In the meantime, Northeastern, undaunted by the evident favor being accorded Boston University and well aware that a full-fledged college of nursing, especially one in collaboration with the Harvard Teaching Hospitals, would go a long way toward assuring its own professional reputation, was deeply involved in formulating plans for just such a college. And, on July 20, 1962, Dr. William White, Provost of Northeastern, "most ably presented a program for consideration."¹³

The Northeastern plan, which carefully followed the guidelines suggested by the Nursing Group report, was modeled on the experimental Rutgers University School of Nursing. Essentially, the plan was a five-year cooperative program based on the "ladder system," according to which students would complete two years of study to qualify for an associate degree and a registered nurse's certificate and then could either become full-time registered nurses or continue study for a degree of Bachelor of Science in Nursing, which would be conferred after an additional three years of cooperative work and study.

Although the plan "presented some problems," as Dr. Lee of Beth Israel was to recall later, Northeastern "looked good from the beginning" and, in addition, the cooperative attitude of the Northeastern officials was seen as "an enormous contrast" to the attitude of the Boston University officials who, it seemed, either "did not understand" what the Nursing Group was trying to accomplish or "would not go along with them."¹⁴ By November 1962 it had, in fact, become quite clear that nothing could be

worked out with Boston University and hence, Northeastern became the only contender for the establishment of the new college.

Unfortunately, however, this apparent triumph in no way guaranteed that the college would actually be created. There were, for example, reservations expressed by certain members of the Harvard Hospital Planning Committee. "I am not satisfied in my own mind that the two-year program with its emphasis on undergraduate subjects is preparing the student with sufficient nursing knowledge to be the kind of bedside nurse we need," wrote Dr. Walker of Peter Bent Brigham Hospital on October 8, 1962.¹⁵ Northeastern officials, however, were determined to construct an acceptable plan. President Knowles and Dr. White thus presented a revised version of the plan embodying a substantial reduction in the semester hours devoted to general education and a corresponding increase in those devoted to nursing training.

At this junction, and much to the dismay of Miss Sleeper, who had been working in close conjunction with Northeastern, questions were suddenly posed as to the "accreditation status" and "educational standards" of Northeastern. One Nursing Group member actually wondered aloud if Northeastern was not perhaps more "vocationally" than "professionally" oriented. The University had, however, a staunch ally in Miss Sleeper, who countered that to the contrary, the University was a "rapidly growing institution." She cited as evidence material that Dr. White had sent her in connection with the currently operating MGH-NU Nursing Program. In this material Dr. White had listed the several educational and professional agencies that had accorded accreditation to Northeastern and the ten honor societies that had chapters there. He had further stated, "We are prepared to cooperate with you in this program so that it fully meets the Hospital School accrediting requirements of the National League of Nursing Education."¹⁶

The evidence of Northeastern's ability, good faith, and cooperation was accepted, and on December 13, 1962, the Nursing Group arrived at the "consensus . . . that Northeastern University offered the greatest promise because of its future potentials of academic and physical growth, its flexibility, and its opportunity to meet the goals of the Group through past experience with somewhat similar programs."¹⁷ And still, the actual founding of the College lay in the future.

Deliberations continued throughout the winter and early spring with some minor setbacks—for example, the National League of Nursing expressed reservations about the "ladder plan," necessitating still another revision in the curriculum. A potentially major setback occurred on April 2, 1964, at a meeting of the six hospitals when members were asked for

the first time if they would affiliate with Northeastern; only Beth Israel agreed without reservation. Fortunately, however, Miss Sleeper was able to prevail on her own institution to reverse this unexpected defection, and on May 3, 1963, the Executive Committee of the Northeastern Board of Trustees approved in principle "the proposal for a Cooperative College of Nursing to be established with the active collaboration of the Beth Israel and Massachusetts General Hospital."¹⁸ The following month, all papers having been duly signed, Northeastern was finally able to announce that in the fall of 1964 it would open a new College of Nursing, the first and only one in the country to operate on the Cooperative Plan of Education.

If the problems attendant on the opening of the College of Nursing had seemed at the time to call on the full reserves of patience, determination, and administrative skills of Dr. Knowles, Provost White, and the Faculty Committee, they pale when contrasted with some of the problems that were to surface during the College's early development. Prime among these was the issue of accreditation.

Between the announcement of the College's formation and its actual opening, events unrolled smoothly. Dr. Charlotte Voss, a member of the faculty of Western Reserve University School of Nursing and Director of the School of Nursing at Cleveland Metropolitan General Hospital, a woman with considerable administrative experience and an excellent reputation in her field, was prevailed on to accept the appointment of Dean of the new College. Under her direction a faculty of seven very able "nurse educators" was recruited. At the same time, the curriculum was again revised. Under the new plan the "ladder system" was finally abandoned on the grounds that "you can't superimpose a B.A. program on a diploma program."¹⁹ In its stead, Northeastern adopted two separate programs: a three-year cooperative associate degree program to be introduced September 1964 and a five-year cooperative bachelor degree program to be begun as soon as resources allowed. In the meantime, Children's Hospital Medical Center joined with Massachusetts General and Beth Israel Hospitals to make their clinical resources available and to pledge scholarships and opportunities for cooperative work experience for thirty students from the new College.

Each of the three hospitals had provided \$10,000 to meet initial financial needs of the students. In addition, \$600,000 had been raised from private resources by July 1964, with a promise of another \$500,000 to be raised by the following January.²⁰ These funds, in conjunction with anticipated monies from the federal government, would go to construct a

College of Nursing building already in the preliminary drawing stage and scheduled for occupancy in 1965. Altogether, there was little cause for concern as the first ninety-two freshmen were enrolled in the fall of 1964. Such confidence, however, was all too soon to prove ill-founded, and only a month after opening, the College embarked on what was to be almost a decade of accreditation struggle with the National League of Nursing (NLN).

Accreditation was a prerequisite to eligibility for federal funds. During the summer of 1964, Dean of Admissions, Gilbert C. Garland, while conducting a survey of potential applicants to the College of Nursing, had learned that although the "co-op" plan strongly appealed, "better students . . . tend to place the bachelor's degree higher on a scale of values than the advantages of actual work experience." Consequently, Northeastern, anxious to secure "reasonable assurance of accreditation" for its five-year program as quickly as possible, invited the NLN for an on-site visit to the Institution on October 1, 1964. Barely a week later a night letter announced, "I regret to advise you that on October 9, 1964, the NLN did not grant reasonable assurance of accreditation of the proposed baccalaureate program in nursing."²¹

The administration was stunned. Dr. Knowles, with understandable irritation, sent off a letter to Dr. William K. Selden, Executive Secretary, National Commission of Accreditation, questioning "what constitutes fair criteria for the determination of reasonable assurance of accreditation." After all, the program had been three years in the planning, had the acceptance of three of the Harvard teaching hospitals, and had a promise that New England Deaconess Hospital would join in 1965. Further, it had the approval of the Massachusetts Board of the Registration of Nurses. At the same time, however, the University quickly made plans to secure at least accreditation of its associate degree program, and in February 1965 the NLN again made an on-site visit. On March 3, the assessment returned: "The Review Panel for Associate Degree Programs studied for Reasonable Assurance of Accreditation the statements submitted by Northeastern University, Associate Degree Nursing Program. . . . Reasonable assurance was denied."²²

It is not difficult to imagine the consternation of the University. Dr. White, ordinarily a patient man, found it frankly "mystifying" and with Dean Voss demanded reconsideration on grounds that the "unfavorable action of the NLN Review Panel for Associate Degree Programs must have been based upon erroneous information." The appeal availed them nothing. The NLN remained adamant in its reason for rejection: the College had not hired enough faculty members for the number of anticipated

students, and it was allowing too much credit for its courses. Northeastern's officials, however, were reasonably convinced that the real reason for rejection lay in the league's reservation about the cooperative features of the programs. At a conference between the College of Nursing and the cooperating hospitals in the summer of 1965, it was generally agreed that application should be made again, this time stressing the nature of the cooperative assignments. Even before the new papers were drawn up, however, the leadership of the NLN changed, and a month later, on September 20, 1965, Northeastern received word that its "program has the potential for achieving NLN accreditation by the time of graduation of the first class."²³

Problems with the league, however, were by no means over. Full accreditation for the associate's program was not received until 1968 and for the bachelor's program until 1972, when it was accorded for eight years. By this time Northeastern's programs had become the prototype for nursing programs across the country, attracting imitation and admiration. It remained, however, the only school providing sequentially planned experience and the only program requiring three work-experience segments as a requirement for the associate degree and seven for the baccalaureate degree. But this is to get ahead of our story. In 1965 "reasonable assurance" was sufficient to allow the University to turn its attention to its second major problem, funding for the new building.

The delay in accreditation had been costly. Funding for facilities under the Nurse Training Act of 1964 specified that funds could be allotted only for that portion of a building uncompleted at the time of a grant award. Ironically, construction on the new College had moved far ahead of schedule. Begun in March 1965, the hall was almost completed by midsummer, and by fall it was ready for occupancy. Never, it seemed, had workmen performed more rapidly, but with the laying of each brick the possibility of federal support faded further into a maze of Washington red tape. Dr. Knowles, however, his New England heritage perhaps outraged that efficiency should be punished by diminished reward, boldly confronted the Washington scene. There followed a series of lively contretemps with Miss Jessie Scott, then Chief of the Division of Nursing, U.S. Public Health Service, and later a lieutenant general. On her favorable recommendation the grant rested. Miss Scott, however, although in sympathy with Northeastern's plight, was inclined to support the letter of the law, while Dr. Knowles contended that if the law were designed to support new nursing facilities, to withhold funds simply because rapid construction made the building "old," would be to subvert its spirit. Finally, and only because of the interest and influence of Senator Leverett Saltonstall, the issue was

resolved, and on April 17, 1966, a grant of \$450,000 finally was awarded.

Although there is no question that the College of Nursing's first two years were overshadowed by bouts with the NLN and the federal government, the College, in spite of these conflicts, had continued to grow. By the time the Mary Gass Robinson Hall was dedicated on April 7, 1966, the College faculty had expanded from seven to eighteen, with an increase to twenty-eight expected by 1966 or 1967. Of the initial class of ninety-two, seventy-four had successfully completed the first year of full-time study and were currently employed as cooperative students at Beth Israel, Children's, and Massachusetts General Hospitals. First-year students in 1965-66 numbered 140, and 250 were expected to enroll in the separate associate and baccalaureate curricula by 1966-67. In addition, the College had further enhanced its professional status by joining the New England Council on Higher Education for Nursing, organized under the New England Board of Higher Education to improve nursing practice through interstate, interinstitutional, and interagency cooperation in nursing education; and both its associate and bachelor programs had received preliminary approval from the Massachusetts Board of Registration in Nursing.

In spite of its achievements in the first two years, however, the new College still had a great deal of ground to cover before it could consider itself a fully workable structure allowing for orderly growth in the future and sound organizational relationships within and between the two undergraduate programs. The need for clarification of this relationship surfaced explicitly in the spring of 1966 when a group of students who had entered with the first class demanded that they be admitted to qualify for a B.S. in nursing by attending two more years on the cooperative plan. Their petition arose from a misunderstanding between the University and the Admissions Department in December 1963. The Department, which at that time was recruiting only for the associate degree curriculum, had issued a form letter implying that students who enrolled at Northeastern in the fall of 1963 could, on completion of their three-year program, continue their studies on the Cooperative Plan for two additional years and thus become eligible for the bachelor's degree in Nursing Education. Such an arrangement was not intended, and as soon as the mistake was discovered, about two months later, every effort was made to correct the wrong information. Nevertheless, even though Northeastern would not have its five-year cooperative program leading to the Bachelor of Science degree in full effect until 1971, three students brought a bill of equity against the University "to enjoin the University from collecting tuition and to require them to admit the students to the baccalaureate program."²⁴

The controversy dragged on through the winter of 1967 and was finally resolved out of court by the institution of a Special Day Cooperative Program leading to the Bachelor of Science for associate degree recipients of the College of Nursing.

With recruitment for the first official members of the baccalaureate program to enter in the fall of 1966, it became increasingly imperative to obtain accreditation for the latter program. An on-site visit was finally made in January 1968, and by the end of the month "reasonable assurance" had been granted.²⁵ In the spring of 1968, with both programs firmly established and the enrollment at almost five hundred students, Dean Voss resigned to accept a position closer to her home in Pennsylvania. Northeastern accepted her resignation with regret. Dean Voss had been with the College since its inception and had seen it through some of its stormier years. The College was fortunate in her replacement, however.

In the fall of 1968, Juanita O. Long, who had joined the staff of the College of Nursing in 1967, was appointed Acting Dean. The following year, with the overwhelming support of her peers, she accepted the appointment as Dean. One of her first problems was the reorganization of cooperative work assignments. As the reputation of the College had grown through the years, and as more and more students were attracted from outlying areas, a severe commuting problem arose for the cooperative students who had to be available for assignments to all shifts. Only two of the hospitals provided living accommodations, and University dorms proved expensive. In addition, some of the students who had special qualifications or interests were agitating for other employers besides the cooperating hospitals. Mindful of the University's obligation to the hospitals that had helped establish the College of Nursing, Dean Long instituted a new policy whereby two-thirds of the cooperative students would fulfill commitments to the original participating hospitals and one-third would be free to accept assignments elsewhere. It was a compromise that satisfied the demands of the hospitals and the students; it also set the tone for the kind of diplomatic approach that was to characterize Dean Long's leadership. For example, in the spring of 1970, during the period of the most virulent student unrest, her cool and compassionate direction kept the College calm and, at the same time, securely on the track of academic development.

This academic development would take many forms. Prior to Dean Long's coming to office, a pilot program to foster career mobility for licensed practical nurses had been drawn up by a staff member, Associate Professor Goldie Crocker. Under provisions of this program, licensed practical nurses would be allowed credit for previous experience. Dean Long,

finding the program to be innovative and imaginative, fostered its implementation. In June 1970, then, although Professor Crocker had since left the College, Dean Long appointed Associate Professor of Nursing Mary Patricia Kane to assume direction of the project, which subsequently went into effect in the fall of that year with an enrollment of twenty students. General enthusiasm for the kind of training this program represented was duly manifest when the Division of Nursing, under the Department of Health, Education and Welfare, allotted substantial funds for its support from 1971 through 1973 and at the end of this period authorized their continuation for still another year.

A second innovative program, which Dean Long was also instrumental in initiating in the early 1970s, was a Pediatric Nurse Practitioner Associate Program. Priscilla Andrews, Associate Professor, became the Nursing Director of the project that had begun under the aegis of Continuing Education. Action oriented and designed to improve the quality of primary health care, the program was the first of its kind on the East Coast, with only one other of similar dimension in the entire country. With the aid of Richard J. McNeil, a Coordinator in Research, and Professor Israel Katz, then Dean of Continuing Education, funds were obtained from the federal government. The first grant for \$489,867 was allotted for the years 1972-1975. The program put Northeastern in the forefront of preparing nurse practitioners and was well in keeping with Dean Long's overall policy "to deliver quality health care to meet the diverse needs of clientele whether they be ambulatory or acute, whether they be hospitalized or in the community at large."²⁶

In 1974 a third new program was introduced, the Registered Nurses-Bachelor of Science program, which was self-paced and specifically designed for registered nurses who wished to complete requirements for the Bachelor of Nursing. Applicants whose knowledge of subject areas had been obtained through actual experience, previous educational preparation, or individual study were encouraged to apply for credit through the advanced placement process. The new curriculum represented Northeastern's continuing interest in providing education for the older student and in tailoring its educational offerings to the needs of the individual.

By 1975 the College of Nursing had come a long way from the first tentative suggestions of the Harvard teaching hospitals. It offered four, fully accredited programs to almost one thousand students and cooperative-education experience and clinical nursing laboratories in approximately twenty-five metropolitan and suburban hospitals. At a time when establishing new kinds of nursing education was a major concern in the country, Northeastern had demonstrated that it could be a leader by

developing the first, full-fledged cooperative nursing college in the country and marching in the vanguard of a national trend toward developing collegiate schools of nursing.

3
BOSTON-BOUVÉ, 1964

To the uninitiated, the establishment of one major college and the planning of a second might have seemed to be all that one University could reasonably hope to accomplish in the space of a few years. For Dr. Knowles, however, whose credits included the organization and institution of the three Associated Colleges of Upper New York State in less than two months, the only limits that could be legitimately countenanced were limits in opportunities, and in the early 1960s, particularly for a man of unflagging energy and determination, there was no shortage of these. Thus, in the fall of 1962, when Mr. H. Felix de C. Pereira, Chairman of the Corporation of Bouvé-Boston,²⁷ a distinguished four-year women's college dedicated to physical education and physical therapy, and Dr. Minnie L. Lynn, Director of Bouvé, came to Northeastern to discuss whether the University might be interested in taking over their institution, Dr. Knowles did not hesitate. If Bouvé-Boston proved to be suitable for Northeastern, Northeastern would do its best to be suitable for Bouvé.

On the surface at least, it appeared that the two institutions could indeed effect a very happy alliance. Philosophically they were very close. Bouvé-Boston was a nationally known institution that had in the course of many decades developed a unique four-year curriculum integrating liberal arts and professional courses leading to a B.S. in Education, a B.S. in Physical Therapy, and professional diplomas in each. The bachelor's degrees were accorded through Tufts University in Medford, with which Bouvé had been affiliated since 1942. In the early 1960s, however, Tufts, in reassessing its own goals, had decided to concentrate on liberal arts through the baccalaureate years, deferring professional study until graduate school. As a consequence, increasing pressure was put on its affiliated schools to abandon their semiautonomous status, cast their lot with the University, and conform to its standards.²⁸ Bouvé-Boston, however, was determined not to abandon its identity or the policy that had gained it a national reputation. It began to seek a new home. Northeastern, whose own philosophy embraced the concept of combining general education and professional training, seemed a likely possibility; nevertheless, a merger was not to be undertaken lightly.

Although both institutions agreed that their basic philosophies of

education accorded well, Northeastern wanted assurance (1) that the fields of physical education and physical therapy would be adapted to the Cooperative Plan of Education, (2) that Bouvé would be willing to become coeducational, and (3) that it would assume responsibility for the University's current physical education program for men as well as for a physical education program for women, scheduled to begin in 1964. On its part Bouvé-Boston, in the person of Dr. Lynn, a brilliant and farsighted woman of strong will and determined loyalty to her institution, sought assurance (1) that the University would provide facilities consonant with the School's standards and plans for expansion and (2) that the University would not overwhelm the identity of Bouvé, which traced its roots as far back as 1913 and could boast a staunch and dedicated alumnae.

Throughout the spring and fall, both parties met at frequent intervals, not so much to clarify their differences, for they were very much in accord on basic principles, but to clarify the terms of an agreement under which both could coexist happily. By December 1963 most relevant issues had been resolved. Bouvé-Boston would become coeducational and cooperative, assume direction of Northeastern's existing program in physical education for men, and incorporate the new program for women. In addition, Bouvé-Boston would become an integral part of Northeastern but retain its own name as evidence of the previous status of the school. The faculty and administration of the college would be transferred at individual option to the University with appropriate rank, benefits, and security. Dr. Minnie L. Lynn was to be Dean of the new College, while Dr. Catherine L. Allen, Professor of Physical Education at Bouvé-Boston, President-Elect of the American Association for Health, Physical Education and Recreation, and longtime colleague of Dr. Lynn, was to be Chairman of Recreation Education, a new program to be initiated at the time of merger.

A review of Bouvé-Boston assets had revealed that they would bring substantial resources to the University, and these assets Northeastern would use toward the financing of a new building to house the College, a gymnasium, and a swimming pool, which had already been planned as part of the Diamond Anniversary Development Program, and toward the development of playing fields and camp facilities at the Warren Center for Physical Education and Recreation in Ashland.

Thus, by the end of December, Dr. Knowles was able to send an announcement to the Northeastern faculty commenting on the imminence of the merger and outlining the advantages. In summary he said that such a merger would mean the enhancement of Northeastern's programs, staff, and reputation. The new College would extend the professional opportunities available to Northeastern students; it would also significantly ex-

pand the existing health science programs by the addition of its physical therapy curriculum and open new opportunities for all Northeastern students to participate in instructional, recreational, and intramural programs. The new College would bring to the University a distinguished faculty with a national reputation in its field. Finally, it would add a loyal and dedicated alumnae group to those who were already working for the University.²⁹ During the next six months final details were worked out, and on July 1, 1964, Northeastern added still another professional college to its ranks.

In a press release circulated in the summer just before the opening of Boston-Bouv  (the segments of the name had been reversed at the time of the merger), the administration of the University expressed its hopes for the new college: "We are planning to expand the scope of the College and make it one committed to offering programs on the graduate and undergraduate levels in health, physical education, and recreation, as well as physical therapy. Research will be conducted in the health and recreation fields. We hope that this college will become a resource center in those fields and will provide refresher courses to those now in these professions."³⁰ Fulfillment of these hopes depended on three factors: accreditation, suitable facilities, and, of course, the cooperation of the Bouv  faculty and Northeastern in their realization.

Unlike the situation that had surfaced with the College of Nursing, accreditation proved no problem for Boston-Bouv . Even before the merger, Dr. Knowles had written to Dr. Robert J. Glaser of the Affiliated Hospitals Center to assure that appropriate health science facilities, mandatory for the training of physical therapists, would be available for the use of Boston-Bouv  students. Dr. Glaser assured the University of his cooperation. Thus, the Council on New Education of the American Medical Association, in collaboration with the American Physical Therapy Association (APTA), duly accorded provisional accreditation from 1965 to 1967 to Physical Therapy. In 1966 the National Council for the Accreditation of Teacher Education (NCATE) also accredited Boston-Bouv  programs in Physical Education and recreation education for ten years, 1966–1976.

If the problem of accreditation was simply resolved, the problem of facilities was somewhat more complicated. Northeastern had not been the only university which Miss Lynn and Mr. Pereira had visited in the fall of 1961. In their search for a new home, they had also approached Boston University and Brandeis. One of the deciding issues in their decision to merge with Northeastern had been the latter's willingness to provide the space for Boston-Bouv 's requirements. The Warren Center in Ashland, a seventy-acre tract of land located on the shore of Lake Ashland, which

could easily be adapted to an outdoor laboratory to teach camp leadership, aquatics, lifesaving, and outdoor recreational activities, was particularly enticing. As soon as the College had become part of the University, steps were taken to develop the Warren Center. In short order, largely by virtue of a \$150,000 grant obtained from the Charles Hayden Foundation, new roads, sewer lines, parking areas, and a beach were constructed and by the summer of 1965 were in full use. The following year construction began on a lodge that would contain dining and recreation facilities, as well as a library and office area, and on the first of five cottages to be used for living accommodations. And on May 12, 1967, the dedication of the entire facility took place.

Although the Ashland facilities were a delight and more than adequately filled the need for recreational facilities, the provision of laboratory and office space was eagerly anticipated. For two years, while the Mary Gass Robinson Hall, the \$1,500,000 classroom-laboratory building that would house both Northeastern's College of Nursing and Bouvé's Physical Therapy Department, was under construction, the staff and students of the new College commuted back and forth between Tufts and Northeastern. In the fall of 1966, the new building was completed, and Boston-Bouvé took up headquarters on Huntington Avenue well ahead of schedule. (How much ahead of schedule is indicated by the fact that Tufts had originally agreed to allow the College to use its facilities until 1967 or 1968 as circumstances warranted.)

With the recreational and laboratory facilities permanently provided for, only the problem of proper gymnasium, pool, and office facilities remained. By the fall of 1964, the site of the Catholic Boys' Guidance Center, also known as the Joseph P. Kennedy, Jr. Memorial Building, had been purchased by the University. Conscious of its commitment to Boston-Bouvé, the administration now began to consider the facility's adaptability, at least as temporary headquarters for the new College. If the University had not previously been aware of Bouvé's pride and sense of its own mission, however, it was promptly reminded by Dean Lynn's frosty response to the idea. In a memorandum to Dr. Knowles on May 26, 1965, she wrote:

The overall problems of limited dimensions . . . the built-in restrictions and obsolescence of the gymnasium building all impose status quo inadequacies and added costs which mount in paralyzing effects. The most critical of these are unattainability of facilities standards and thus the curtailment of approved curricula and essential implementations for accreditation; a consequent loss of established professional stature and recognized leadership jeopardizing the nation-wide demand for our graduates and their annual placement at all levels.³¹

As an added fillip, Dr. Lynn caustically reminded the University of the "widening advantages of superb existing facilities and provision for their rapid expansion on the campus of our potential competing neighbor, namely, the undergraduate and graduate departments of the University of Massachusetts (Boston)."³²

No more was said about Boston-Bouvé's use of the property, which eventually housed the School of Education, but it is an amusing footnote to history to discover that shortly after in an interview with Dr. Lynn, Dr. Knowles found occasion to remark that "our institutions are now irrevocably wed and we must accept the actions of each other as at least well intentioned." With the Catholic Guidance Center rejected, even as temporary headquarters, plans forged ahead for the development of a totally new Boston-Bouvé building and swimming pool adjacent to Cabot. The completion of these facilities in 1968 and 1969, respectively, marked the fulfillment of the assurances Northeastern had given to Dr. Lynn so many years before.

In the meantime, the College had set about to "expand its scope" and fulfill its side of the bargain. In 1964 the College opened with three undergraduate departments, Physical Education for Men, Physical Education for Women, and Physical Therapy, which was coeducational. In 1965 it added a fourth department, the Coeducational Department of Recreation Education, with ten students. The following year comprehensive examinations were developed in physical therapy as a preparation for state registration and licensing, which further enhanced the status of that program. The College was off to a good start, and it was with much regret that Minnie Lynn, who had presided at the merger and directed that start, having reached the age of sixty-five, tendered her resignation to be effective at the end of the academic year 1966-67.

If Miss Lynn was sorry to step down, however, she was at least confident that the College would continue in able hands. Dr. Catherine L. Allen, who was a close friend of Dr. Lynn and who had worked with her and with Drs. Knowles and White on the merger, was appointed the new Dean. Unswervingly loyal to Boston-Bouvé, she was determined that the College would flourish in its new home and bent all her not inconsiderable energies and administrative skills toward that end.

Under Dean Allen's direction, the undergraduate curriculum of Boston-Bouvé was reevaluated and further expanded. In 1967 summer programs in Physical Education for Women and in Recreation Education were inaugurated at the Warren Center. In 1970 an associate degree program in Therapeutic Recreation Services was developed and placed operationally under University College. And in 1972 a fourth department, Health Edu-

cation, was added to the roster of programs provided by Boston-Bouv . In the meantime, the two departments of Physical Education were combined, thus fulfilling Bouv 's earlier assurance that the operation would be totally coeducational, and Physical Therapy, which because of certain hospital assignment problems had thus far not been placed under the Cooperative Plan of Education, became fully cooperative.

Mindful of the promise that research and graduate programs would be initiated at Boston-Bouv , Dr. Allen also began plans for a master's degree program to be offered in Physical Education and in Recreation. Both of these were begun in 1970, with the first graduate course in Physical Therapy being added in 1972.

Dean Allen's ambitions for her College were not limited, however, simply to academic enhancement. As a woman of strong social conscience and as a President of the American Association of Health, Physical Education and Recreation, she took seriously the commitment of the College and the University to the community at large. In February 1965 she appeared before a Senate Subcommittee in Washington to urge support of a bill designed to strengthen programs concerned with the health and well-being of youngsters in the fifty states. It was an issue on which Miss Allen felt strongly and to which she devoted many of the best efforts of Bouv .

In 1967 the College began developing summer camp programs for underprivileged youth, staffed by Boston-Bouv  students. In 1968 it participated in the Community School Pilot Plan, the Boston-Charles E. Mackay "lighted schoolhouse," which was a cooperative venture between Northeastern, the Boston School Committee, and South End residents to enrich the educational and recreational opportunities of area residents. In 1971 a Perceptual-Motor Laboratory was established for preschool children with Boston-Bouv  students as teachers, and in 1970 a camp for the severely handicapped was instituted at the Warren Center, initiated by the Department of Recreation in conjunction with an Easter Seal Society pilot project. Indeed, in its first ten years, Boston-Bouv  chalked up a commendable record of community services, including

1. Volunteering 1,100 hours to work with children having physical, mental, emotional, and sensory disabilities;
2. Instructing 75-80 inner city children per week in elementary physical education at Northeastern;
3. Performing volunteer work in institutions such as nursing homes, children's hospitals, clinics, half-way houses, drug centers, detoxification units;

4. Supervising 500 children in evening and outdoor educational activities;
5. Conducting over 300 hours' worth of supervised swimming classes for crippled and mentally retarded youngsters;
6. Sponsoring Fenway Project for all citizens of all ages from ball teams for the young to hot dinners for the aged;
7. Conducting extensive workshops and consultant services for schools, towns, special groups.³³

Even the smaller college community was of concern to Dean Allen, who in 1967 was instrumental in introducing the first Student Advisory Board in the University to Boston-Bouv  , a precedent that the other colleges were soon to follow.

Dean Allen's commitment to her profession was no less highly developed. With her encouragement, the College opened its facilities to several delegates from the 84th National Convention of the American Association for Health, Physical Education and Recreation, which met in Boston in 1968, and in June 1971 invited the graduates of the College and professional leaders to Bouv   when the 50th Anniversary Convention of American Physical Therapy Association convened in Boston.

Eleven years after becoming affiliated with Northeastern, Boston-Bouv  's "marriage," of which Dr. Knowles had spoken to Dean Lynn, could be pronounced a success. Under the University aegis, Bouv   flourished; its enrollment expanded from 429 in 1964 to over 1,200 undergraduates in 1975.³⁴ With the opportunities provided by the new facilities, program offerings were able to be substantially increased in number and scope, and it was generally agreed by the older alumnae, whose contributions underscored their feelings, that the alliance had indeed nurtured the well-being of their College. On its part, Northeastern had profited by the addition of a professional college that increased not only the range of its offerings in a high-demand area but also its local and national prestige.

4

THE COLLEGE OF CRIMINAL JUSTICE, 1967

Of the four undergraduate day colleges that came into being during the 1960s, probably none more clearly represented the philosophy of President Knowles and probably none was a more sensitive barometer of the enthusiasms, pressure, and tensions that prevailed at the University during that period than the College of Criminal Justice.

Early in his career as an educator, Dr. Knowles had made it quite clear that while he was not a proponent of mere technical education,

which lacking in theoretical content might become quickly outdated, neither was he a proponent of an ivory tower institution that would leave the students unequipped to cope with the exigencies of earning a living. Between these polarities, however, existed vast areas of human endeavor that were appropriate to university-level education and that Northeastern might well serve. Just such areas were pharmacy, nursing, and physical education and physical therapy. Other fields, however, had yet to be developed, needing only imagination, courage, and foresight to become legitimate professions. Government service was one such profession, and across the river in Cambridge, Harvard University would work in this area; law enforcement and criminal justice was another profession, and this field became the focus of Northeastern's concern.

In order to understand Northeastern's interest in the field of law enforcement and criminal justice, it is necessary to understand the context in which it arose. During the 1950s, awareness of the problems of civil rights and the discrepancies between local and federal laws had begun to surface as a result of the Rosa Parks affair, the Brown decision, and the calling of the National Guard in Little Rock. If there was no direct correlation between these cases and the introduction of Law Enforcement courses at Northeastern, there was, nevertheless, an indirect correlation, for attention was being focused on issues of justice and law as it had never been focused before.

Thus, as early as 1959 Northeastern officials met with the Massachusetts Association of the Chiefs of Police to determine if academic, university-centered police education programs might help achieve the general skills, high status, and community support that efficient law enforcement was coming to demand. The Association was enthusiastic, and in 1960 Professor Robert Sheehan of the School of Police Administration and Public Safety at Michigan State University was recruited by Northeastern to chair a newly formed Department of Law Enforcement and Security under University College.

Professor Sheehan's contention was that for such a department to be successful it must work in close cooperation with professional law enforcement officers. With their cooperation, then, he established two types of programs. One type was to be noncredit. The first of these noncredit programs, a week-long seminar taught by professionals in the field and offered through the Office of Adult and Continuing Education, was conducted in May of 1961. It was an immediate success, and a second seminar was planned for the fall. Out of these programs grew the Police Institute, which was to continue throughout most of the 1960s as a major element

in Continuing Education. The second program, founded on the same philosophy of close cooperation between professionals and the University, was to be a degree-granting program leading to a bachelor of science, with the major in law enforcement. The curriculum, encompassing social science, English, literature, government, history, science, and math, as well as law enforcement programs, was approved by the Academic Council, precursor of the Faculty Senate, and opened in University College in the fall of 1961. Immediately it was oversubscribed; two hundred students had enrolled—400 percent more than University officials had determined would constitute grounds for continuation.³⁵

At the same time, and beyond the narrow confines of Huntington Avenue, the problem of law and justice was commanding even more attention. In 1962, the year after University College introduced its first two law enforcement courses—Administration of Justice, and Criminal Investigation and Case Preparation—Air Force Veteran James H. Meredith attempted to enter the University of Mississippi but was barred by Governor Ross Barnett. The National Guard was called, and for the next several hours, TV cameras brought into the living rooms of millions of Americans the image of Mississippi state troopers standing idly by as a full-fledge riot developed. Six months later these same American viewers watched Birmingham's Police Commissioner Eugene "Bull" Connor unleash snarling dogs and use high-pressure hoses and electric cattle prods on a group of demonstrators that included women and children. Even though many viewers were not sympathetic with the massive demonstration for civil rights staged by Martin Luther King and his Southern Christian Leadership, a cry of moral outrage swept the country. Where was the law if such events could occur? Compounding the confusion was the fact that the actions of the Birmingham authorities had been perfectly legal. The blacks had no federally guaranteed rights to eat at lunch counters or to demonstrate even peacefully.

It was no coincidence, then, that in the same month as the Birmingham riots, Dr. Sheehan and Dr. Knowles began discussion of a College of Criminal Justice at Northeastern that would offer a more sophisticated and comprehensive curriculum than was currently available at University College. With the exception of John Jay College of Criminal Justice at City College of New York, there was no major university program in the country concerned with the administration of justice in America. "Yet the way justice is administered is of paramount importance to the stability of our democratic way of life and to the future of this nation. The civil rights issue demonstrates this dramatically," wrote Dr. Sheehan to Dr. Knowles in April 1964.³⁶

During the next few months, a series of memorandums attesting to the seriousness of Northeastern's interest in establishing just such a college passed between Dr. Knowles and Dr. Sheehan. The President, acutely aware that state appropriations as well as political cooperation would be essential to the success of such a venture, enjoined Dr. Sheehan to visit police departments, the offices of the attorney general, state and federal offices concerned with criminal justice, and prison and probation officers to determine their reaction to such a college and whether cooperative students might be placed were it to be founded. In general the response was highly favorable, and on December 1, 1964, Dr. Sheehan wrote to Dr. Knowles, "There seems to be such a real interest, based on initial inquiries, that in my judgment it now appears feasible to begin these programs, on a limited basis, in the fall of 1965 or, at the latest, the following September."³⁷

Meanwhile, on the national scene events were unrolling that were to have a profound effect on the formation of the College. Violent crime was increasing at such an unprecedented rate that President Lyndon B. Johnson felt called upon to form a National Crime Commission to study the problem of crime. Dr. Sheehan was invited to participate. Senator Edward M. Kennedy was pushing for the passage of a Law Enforcement Assistance Act that would give aid to higher education institutions engaged in the preparation of law enforcement personnel—again Dr. Sheehan was asked for assistance—and the Ford Foundation had designed a grant that would offer money to institutions that would train law enforcement officials and related personnel. All of these actions taken together created an atmosphere that made Northeastern's proposed College particularly timely.

In 1965 Dr. Knowles sent a proposal to the Faculty Senate concerning the establishment of a College of Criminal Justice at Northeastern. It was the first time that this body had been seriously consulted on the creation of a new college, a function only just accorded them following a major revision of their bylaws. (See Chapter XVIII.) The Senate responded by appointing a special committee to look into the matter. Their particular concerns were that the content of the curricula be truly academic, not vocational, and be at the college level. In the next few months the committee met frequently with Dr. Sheehan before finally returning the judgment on November 25, 1965, that such a college should be founded "providing that the program is one that offers a broad liberal education as a foundation for professional training." The proposal was then forwarded to the Board of Trustees, where it was approved February 11, 1966. On July 22, 1966, it was officially announced that a College of Criminal Justice, offering a five-year curricula leading to the Bachelor of Science in various

areas of law enforcement and security and conducted on the Cooperative Plan of Education, would open in the fall of 1967.³⁸

Unfortunately, although this litany of events suggests a simple correlation between needs and Northeastern's willingness and ability to respond, the situation was far more complex. The televised events in Birmingham, the 1964 Free Speech movement in Berkeley, which brought students into direct confrontation with civil authorities in no mere town-and-gown conflict but on an issue that touched the very Constitution itself, and the 1966 passage of the Miranda Act, which introduced the notion of new rights for the accused, were making the country increasingly anxious about the very character of law and crime itself. The 1966 riots in Watts, with the vision of an entire segment of the population engaged in burning, looting, and tearing down a vast area of a major city, forced the public, the police, and the federal administration to confront the very assumptions of our system. In other words, just as Northeastern was in the process of planning its College of Criminal Justice, the very idea of justice was being raised to a level of consciousness that had made the area one of extreme sensitivity.

By the fall of 1967 when the College opened, this national sensitivity had reached fever pitch. Over the summer there had been the riots in Detroit and Newark; at the same time there was a rise in student unrest that would eventually culminate at Columbia in 1968. Suddenly the criminal stereotype had been reversed: Aunt Jemima and Henry Aldrich were on the wrong side of the law, and Rod Steiger had replaced Pat O'Brien as the movie cop image. Those concerned with the reasonable conduct of serious programs found themselves confronted with the need to tread a fine line and maintain a low profile if they were to continue in the efficient pursuit of these ends.

The College opened with fifty students, as the eyes of the educational and larger community watched closely. In the entire history of the University, probably no college was more vulnerable to the approval or opprobrium of the community. It was not an enviable situation. On the surface all looked well. The Ford Foundation had granted the young college a substantial grant of \$90,000.³⁹ A local bill, for which Dr. Sheehan had lobbied and which would help the College, had been passed and would allow for a police internship program whereby students could both work and study in the area of law enforcement courses. But a possibility of a misstep was omnipresent.

As Dr. Sheehan himself had stated in 1960, the success of any such endeavor depended on the close cooperation between the University and professionals of law enforcement. It was a difficult balance to maintain,

and it is one of the bitter ironies of that era that Dr. Sheehan, who had been appointed as Acting Dean of the new College with expectations of assuming full deanship once the formalities of the search were over, would be a central figure in the first threat to that balance when conflicts arose between him and law enforcement agencies, including the Boston Police Department. Although it is difficult to determine the exact genesis of the conflict, undoubtedly a contributing factor was an August 1967 interview on WBZ-TV. Dr. Sheehan, called on to comment on the need for a criminal justice program, remarked on the lack of sufficient education among members of the Boston Police Force. The comment was seized upon as a criticism of the force, and although this had not been the intent, damage had been done. In the ensuing months, the relationship between Dr. Sheehan and Police Commissioner Edmund L. McNamara deteriorated.

In the overheated atmosphere of the 1960s, controversy of any kind was the last thing that the University wanted for its new College. That such controversy had arisen, however, soon became clear when in February 1968 the *Boston Herald* announced the Boston Permanent Charity fund was granting \$35,000 for a law enforcement program under the aegis of Harvard and MIT's Joint Center for Urban Studies.⁴⁰ The money was incidental. What shocked Northeastern officials were two other pieces of information: Boston Police Commissioner Edmund L. McNamara remarked that the program was the most exciting and progressive step in this area that he had seen since taking office six years ago; and Boston Gas and H.P. Hood, members of the business and industrial community on which Northeastern depended for the success of its own program, were providing \$1,000 scholarships to the Boston State program.

Whatever the reasons for this disaffiliation, the message was clear: With Dr. Sheehan in command, the College of Criminal Justice could no longer depend on the cooperation of the community, particularly of the law enforcement community. Dr. Sheehan relinquished his position as Acting Dean, although he continued to teach in the College. It was a bitter lesson but one that underscores the position that Northeastern had attained by the end of the 1960s. No longer was the University a small and private place; no longer was the question "Where on Huntington Avenue?" relevant. National recognition had come, but with it had come concomitant cares, pressures, and restrictions.

Following Dr. Sheehan's resignation as Acting Dean, he returned to the faculty of Criminal Justice, and Dr. Charles Tenney was appointed his successor on July 1, 1968, serving until 1969 when he left for personal reasons. At this point, Dr. Knowles asked Dr. Norman Rosenblatt to take charge of the College as Acting Dean. Dr. Rosenblatt had been a member

of the Northeastern faculty since 1957 and had served as Assistant Dean of the College of Liberal Arts from 1966 to 1968. As the new curricula intended to draw heavily on liberal arts, his appointment seemed particularly appropriate. In addition, Dr. Rosenblatt had been involved with the 1965 faculty committee to study the institution of the College and was thus well aware of both the potential problems and strengths of the new unit. The appointment proved a wise one, and the following year on June 30, 1970, the announcement was made that a search committee, having sifted hundreds of applications, had chosen Dr. Rosenblatt to fill the position of permanent dean.⁴¹

Under Dr. Rosenblatt's calm and level-headed direction, the young College of Criminal Justice flourished. Policies were instituted that would assure it was both responsive to community needs and academically sound. A program in the history of law enforcement, which gave students a perspective they very much needed, became a staple of the curriculum, as did courses in urban problems. Women and blacks were recruited as members of the faculty, and minority students were encouraged to enroll. Cooperative positions not only were found in security jobs but also in mental hospitals, social agencies, and penal institutions. In fact, in the early 1970s, much to the disappointment of some students who felt that enrollment in the College would mean license to sport a gun and badge, all cooperative positions requiring the carrying of firearms were dropped; in addition, no gun was even allowed in the building, for implicit in the entire concept of the College was the notion that they were in business to teach law enforcement, which by its very nature eschews the use of violence. The policy stood out in sharp contrast to the temper of the times.

During the period of student unrest in the late 1960s and early 1970s, the College of Criminal Justice became a particular target of antagonism. In the winter of 1970, a Weathermen broadside appeared announcing, "The College of Criminal Justice is about fighting, too. . . . Despite its liberal daytime front, at night Criminal Justice trains pigs to keep black people enslaved. It should be destroyed."⁴² In spite of this invective, however, and in spite of a night raid on the facility in February 1970, which was easily turned back by a handful of faculty and security police, the College remained astonishingly free from any real disruption, a situation undoubtedly attributable to the fact that the Weathermen charge of covert nighttime activities was simply blatantly and conspicuously untrue.

Nevertheless, when in the fall of 1971 an invitation was extended to then Attorney General John Mitchell to attend the dedication ceremonies

of the College, the political temper on the campus was such that it might easily have exploded into violence. The invitation had been extended at the request of John A. Volpe, former governor of Massachusetts, benefactor of Northeastern, Ambassador to Italy, and the person for whom the College of Criminal Justice building was to be named. The degree of animosity toward Mitchell, however, who had exonerated the National Guard in the Kent State killings, had not been fully calculated, and in the fall of 1971, only days before the dedication, the Federal Bureau of Investigation informed President Knowles that radical groups throughout New England were planning to descend on Northeastern to disrupt the ceremony. President Knowles promptly called a meeting with University administrators and the Board of Trustees. After a series of discussions, it was determined that in the interests of the University the dedication must be postponed, a decision with which Governor Volpe promptly concurred. Predictably, the decision was not without reverberations. Extremists at both ends of the political spectrum responded with outrage: "It's a sellout. You have a stupid crowd on your staff. . . . Attorney General Mitchell should go to work on all you slobs," was countered with shouts that "the University is cowardly . . . chicken . . . should come out and call Mitchell what he is, a dirty Fascist."⁴³ But the University remained calm, and ultimately the dedication took place without incident in a small private ceremony on April 15, 1972.

Unfortunate though all these incidents may have been, they were not without some redeeming factors. That the young College was able to absorb its troubles and criticisms was a tribute to its basic stability. Indeed, to some degree these very problems and pressures were turned to the College's own ends, reinforcing its determination to give the student perspective on the very issues that were crashing against the walls and to educate students not to accept easy answers to complex problems. These were difficult concepts for many young persons to understand, and it is not surprising that the attrition rate for the freshmen was high; but at the same time, and as a consequence of these policies, the College began to grow in strength and to command respect from both the educational community and the citizenry at large. Eight years after its inception, enrollment had grown from fifty to over 1,600.⁴⁴ The program had been expanded to include a master's program in criminal justice and an innovative interdisciplinary graduate program in forensic chemistry, which led to a Master of Science degree, awarded jointly by the College of Criminal Justice and the College of Liberal Arts. In the meantime, and attesting to the validity of its programs, the College was also the recipient of federal grants, including a three-year grant given in 1973 by the Law Enforcement

Assistance Administration of the Department of Justice. This grant was to aid in developing a graduate program in criminal justice, to assist in establishing a forensic science and resource center, and to form a group that would continually evaluate the graduate program and forensic science center as well as assist in criminal justice curriculum development. There was no question that an imaginative and pioneering idea had achieved maturity, and not only did Northeastern have a new college but the professional administration of criminal justice had become, largely through Northeastern's effort, a legitimate and respected academic pursuit.

VIII

Expansion of the Four Original Basic Colleges and Lincoln Institute

THE PRESSURE OF EXPANDING ENROLLMENTS AND THE DEMAND FOR NEW programs that had sparked the founding of the four new colleges exercised no less effect on the four older colleges and Lincoln Institute, which became a college in 1963. But whereas the problems of the new colleges had been largely problems of birth, the problems confronting the older institutions might be summed up in the single word "adjustment": adjustment to a vastly expanded number of students and, toward the end of the decade, a new kind of student; adjustment to a vastly expanded faculty, one with new expectations and demands; adjustment to new curricula, necessitated at first by an increasing emphasis on technology, which had begun after World War II but became almost a national mania after Sputnik, and necessitated later by increasing emphasis on "people issues," which rose in the wake of Vietnam and the civil rights movement; and finally, adjustment to a new perception of education manifest in the growing importance of formal accreditation.

1

Accreditation, which in the academic world means recognition by some legally responsible outside organization that the programs of a given

institution measure up to the standards of that organization, had never constituted much of an issue in United States educational circles until the mid-1930s. At this time, however, the idea of licensing—requiring certification for the practitioners of certain professions—was gaining greater and greater currency. Professional organizations were beginning to establish specific criteria that must be fulfilled were a person to qualify to take a licensing examination.

Regional organizations designed to assure that educational institutions within a given area maintain certain standards had, of course, existed for quite some time. The approval of these self-appointed bodies had little effect beyond bestowing a certain status on an institution. It was only when professional agencies began demanding regional approval as a prerequisite to professional approval that an entirely new construction was put on regional acceptance. In 1935, then, Northeastern's administrators determined that it might be expedient for the University to become a member of the major "accrediting" agency on the New England seaboard, the New England Association of Colleges and Secondary Schools.

To a large extent the University's application was little more than a gesture. At this period the New England Association neither had nor wanted any real accrediting power. Originally instituted to assure some uniformity in the standards of secondary schools, it had expanded through the years to include colleges as well. Although inclusion on its list suggested a necessary respectability, it hardly involved any rigorous screening process or arduous conformity to hard and fast principles. Indeed, the story of Northeastern's own acceptance into the Association clearly demonstrates both the informality of those earlier evaluative procedures and the gentlemanly assumptions of a bygone era.

Thus, Dr. William C. White, recounting the story, tells of an afternoon in the fall of 1935 when he and then Assistant Professor Asa S. Knowles went to call on Dr. Stacey Southworth, President of the Association, regarding the possibility of membership for Northeastern. Dr. Southworth, who had been the principal of Thayer Academy when young Asa had attended some ten years earlier, "listened to our request, nodded agreeably, and declared that, of course we could be accepted, for if Asa, who had been a good student, thought the place qualified then that was sufficient recommendation."¹ Consequently Northeastern became a member of the Association.

But if acceptance by the New England Association of Colleges and Secondary Schools was fairly simple, acceptance by professional agencies would prove to be quite another matter. In 1935 Northeastern had sought and received the acceptance of its College of Engineering degree by the

University of the State of New York as a prerequisite to graduates practicing in that state. Its application for acceptance by the newly formed Engineers' Council for Professional Development (ECPD) a short time later, however, proved far more traumatic and far more indicative of the kind of influence such organizations would come to wield.

The ECPD had been founded in the mid-1930s by a group of representatives from major engineering schools and professional organizations. Its function was to assure the maintenance of engineering standards, to protect the public, and, as a corollary, to protect its own profession from inadequately trained engineers, particularly in construction. To fulfill these aims, ECPD began to agitate for licensing in every state and, in the meantime, allotted to itself the right to determine who could qualify for acceptance as a professional engineer. Graduation from an accredited institution was one requisite, but approval of each engineering program within a given college by the ECPD was another. Northeastern was by this time, of course, a member of the New England Association, and its programs had been accepted by the New York State licensing board. Thus with a certain degree of confidence, the administration invited a committee of the ECPD to inspect its programs. The result was a stunning blow. The Committee rejected the College largely on the grounds that its laboratory facilities "were inadequate," but it also called into question the four-year curricula, which included time for the cooperative experience and was, therefore, considered "too short" by the ECPD; and it questioned the organizational structure of the Institution, which it felt was too closely affiliated with that of the YMCA.²

It is not difficult to imagine the consternation that swept the still young Institution at this verdict. Engineering was the backbone of Northeastern, and approval of its programs was deemed essential to the very life of the Institution. Contemporaries recall that for a brief moment it seemed all too possible that the College must close, and faculty maundered the halls clutching want ads, numbly convinced that their careers on Huntington Avenue were over.

It is a credit to the faith of Dr. Speare, Dr. Ell, and Dr. White, however, that acceptance of defeat was not in their nature. Their responses to the ECPD criticisms, immediate and radical, would change the shape of the University forever. Meeting the organizational problem head-on, they pressed for a new governing structure that would effectively sever the overlapping directorates with the Boston YMCA. This pressure, in conjunction with other factors (see Chapter XIX), contributed to the for-

mation in 1936 of a separate Northeastern University Corporation, with an independent Board of Trustees as the controlling body of the Institution. With equal dispatch, the four-year curriculum was extended to five years, which allowed for an acceptable amount of classroom work as well as cooperative work—thus began the unique calendar of Northeastern. The issue of facilities, however, was even more problematic.

In 1936 Northeastern still occupied only rented quarters. Its concrete laboratories were at the bottom of an elevator shaft; its electrical laboratory doubled as an ordinary classroom. Although the administration was convinced that the cooperative experience more than made up for these inadequacies by exposing the students to real-life laboratories, ECPD was skeptical. A room of its own thus became imperative and, despite the Depression, Northeastern determined to build one.

Against overwhelming odds the money was raised, and in 1938 Richards Hall opened triumphantly on what had been the tennis courts of the YMCA. The following year ECPD granted acceptance to four of the engineering programs—Civil, Mechanical, Electrical, and Industrial. Chemical Engineering, however, had to wait another two years for approval when the addition of still another building provided it with the space acceptable to the ECPD. As a footnote to history, it should be recognized here that on the other side of the river, Harvard's Chemical Engineering program, facing the same issue, cavalierly decided to ignore ECPD and in place of a building merely appended a sentence to its catalog stating that the program was not accepted.

Thus a cataclysmic crisis was surmounted, but it had taught Dr. Ell a valuable lesson—the price of accreditation could come high. Consequently, if only prestige and not actual professional need was involved, he saw little advantage in pursuing certification. By 1958 Northeastern had added only one other accreditation to its list, the Committee on Training of the American Chemical Society, which was essential to the licensing of graduates from the Department of Chemistry.

For Dr. Knowles, however, who had been instrumental in securing accreditation for the Associated Colleges of Upper New York State and who had served on accrediting bodies both as a judge of qualifications and as defendant for universities applying for accreditation, the term denoted much more than mere licensing or membership in an exclusive club. What Dr. Knowles perceived was that in a world, which had grown increasingly complex since the days of afternoon tea with Dr. Southworth, accreditation had become the one way to determine legitimacy, the one

way to certify that an institution could take its place at the "head table of academic respectability." His conviction on this score and his determination that, wherever it was relevant, Northeastern's departments should become accredited would, as much as anything else, shape the academic future of the University.

2

GROWTH OF THE COLLEGE OF BUSINESS ADMINISTRATION

Of all the undergraduate colleges existing at Northeastern in 1959, the one most immediately affected by the new perception of accreditation was the College of Business Administration. (This situation has been briefly covered in Chapter III; its importance, however, is sufficient to justify some repetition.) In 1958 the College had applied for membership in the American Association of Collegiate Schools of Business, which had the authority to approve all programs being offered by business colleges and schools. In March, however, rejection had been forwarded to the University with the following comment:

The principal problem . . . was the relationship of the Evening School of Business to the program of the College of Business Administration. The Committee was evidently bothered by the fact that there were two independent units within Northeastern University, each offering degree-granting programs in the field of Business. . . . The inspectors also felt that the M.B.A. program should be related to the full-time faculty rather than to the part-time faculty of an evening school.³

Shortly after this report, and largely to satisfy the requirements of the Association, Northeastern had established its Graduate School with the Master of Business Administration (M.B.A.) program placed under its aegis on July 1, 1958. Far more difficult to deal with, however, was the issue of the two undergraduate programs, for implicit in the Association's criticism was the recognition that although both day and evening curriculum led to the same B.S. in Business Administration, their formats differed substantially. The day program was a full-time cooperative curriculum with an emphasis on professional courses, although some space was allotted to liberal arts. The evening program was part-time, gave credit for life experience—an educational strategy whose time had not yet come—and had almost no liberal arts. In addition, while the Day College was faulted as having too small a full-time faculty and a paucity of terminal degrees, the evening faculty was almost exclusively part-time with even fewer terminal degrees.

On the surface, the problem was simple: dissolve the Evening School and focus full attention on the Day College. But Northeastern was by tradition deeply committed to its adult evening students and had no intention of abandoning them. Thus the situation remained in abeyance until the advent of the new administration.

Dr. Knowles, who had already earned himself a reputation as "an expert on tape, red,"⁴ confronted this Gordian knot with characteristic energy. If the Association would not allow the two degree programs, then Northeastern would change its format and reserve the B.S. in Business Administration to graduates of the Day College. It would not, however, abandon its evening students. To accommodate their needs, Northeastern would create a totally new unit, University College (see Chapters III, VI), which would henceforth have jurisdiction over all evening offerings. Business programs would be provided as one of several possible majors, but because they would lead to the B.S. without specification—not the B.B.A.—they would not be subject to the approval of the Association.

While not everyone was confident that Northeastern was ready for such a dramatic reorganization, Dr. Knowles was firmly convinced that it would have to be, and thus by the fall of 1960 the new pattern was accomplished. Dr. Albert E. Everett, who had functioned as the Dean of the Evening School of Business and Director of the entire Evening Division, was assigned the dual task of managing University College until a full-time dean could be appointed, and of managing a new Office of Adult and Continuing Education. Dr. Roger S. Hamilton, Dean of the College of Business Administration, became responsible not only for the academic content of the day programs but also for the business subjects offered during the evening in University College and for all faculty appointed to this area. At the same time Professor Carlo E. Gubellini, who had taught both day and evening courses and had coauthored a book on business administration, was appointed as the new Assistant Dean under Dr. Hamilton, with the injunction to give special attention to the evening courses.

The new organization opened the door to recognition by the Association of Collegiate Schools of Business and simultaneously served to upgrade the quality of the evening offerings by making the Day College administrators responsible for all programs in their field, for all faculty appointments, and for uniformity in admission and degree requirements in their area regardless of time slot.

But while the altered framework was a major step in the history of the College, it was by no means the only issue with which it had to contend. The original report of the Association had also indicated that the number of books in the field of business in Northeastern's library ought

to be substantially increased—there were then 4,800 titles; that faculty loads should not exceed twelve credit hours; and that graduation requirements should be increased from 1.4 to 2 Q.P.A. In addition, questions had been raised on faculty status and on the very content of the curricula itself.⁵

For over thirty years since its founding in 1922, Northeastern's College of Business Administration had served the community largely in a practical way by providing graduates equipped to assume specific middle-level management positions in local businesses and industry. By 1959, however, change was in order.

Since World War II, the perception of the role of business had undergone a considerable metamorphosis, and as a corollary so also had colleges of business. The major new counter was the rapid rise of technology, the effects of which were felt not simply in engineering and the sciences but in business and liberal arts as well. Paradoxically, the effect of this new technology on the business world was not a renewed commitment to practical arts but rather a growing recognition that, if the colleges were to keep pace, if the graduates were to assume meaningful places in management, then there must be a greater awareness of the underlying principles informing business and a greater awareness of the role of the businessman in the overall scheme of things.

In 1959 Robert A. Gordon and James E. Howell, who were later to be responsible for the Ford Foundation Report on Business Schools, expressed the new perception: "Highly specialized and dynamic technologies require informed and adaptive managers, schooled both in a scientific attitude and in the requirements of individualized specialties. At the same time managers must bring to the complexities of their tasks skill in human relations and a broad awareness of the larger environment within which business operates."⁶

This attitude, which was reflected in the Association's concern for the liberal arts content of the business administration curricula, was also shared by Dr. Albert E. Everett, who in his role as Director of the Evening School of Business had written Dr. Knowles in April 1959:

Recent economic and technological trends, projected at an accelerated rate into the years immediately ahead, are making phenomenal changes in the requisites of the business manager of the future. Developments in "management science" are struggling to keep pace with technological "know how." The leading thinkers who have charted the course of civilization throughout the ages are making us conscious of the new range of responsibility for leadership in today's complex

and interdependent society. . . . It is the function of education to prepare for this new type of management leadership by providing the student with an insight into human nature, the forces that have shaped his cultural inheritance, and the recognition of the growing importance of business in society and world affairs.⁷

Thus, coincident with the need for reorganization, there was also a philosophic change in the College's perception of itself and the kind of training it should be providing.

One of the first manifestations of this new perception was a change in the curriculum. During the period the curriculum moved away from an exclusively pragmatic orientation, a concept of courses as formalized apprentice experience designed to fit the student into specific jobs, toward a more theoretical orientation, with courses designed to equip the student for any number of administrative positions.

Operationally this meant that course content had to become broader and more sophisticated. To implement the first goal, the College began to place greater emphasis on graduate and research work. (See Chapters IX and X.) Reasoning that the high-quality faculty necessary to staff these areas would automatically serve to enrich the undergraduate programs, the administration began a concerted effort to recruit such persons. In December 1961 Dr. Roger S. Hamilton, writing to Dr. James R. Surface of the School of Business at the University of Kansas, remarked on the new approach: "We have been commissioned by our President to add a net of five members to our faculty for 1962-63. Each of these additions is to be at the professorial level and is to possess the doctoral degree. . . . The equivalent of four full-time faculty members will be used for additional full-time staffing of the MBA program."⁸

At the same time, in the interest of broadening the undergraduate curricula, new stress was laid on liberal arts courses, and a far wider range of electives became available. In 1962 a language option was introduced, and an honors program was initiated "to enrich the imagination, increase the confidence, strengthen the determination and broaden the general education of Northeastern students in the College of Business Administration."⁹

The result of these efforts did not go unrecognized. On April 27, 1962, the Association of Collegiate Schools of Business withdrew its reservations, and the College was duly accepted into membership. "It was," Dr. Knowles later said, "a milestone in the history of Northeastern and a very important step in the academic growth of the College of Business Administration."¹⁰

If the desire for accreditation served as a catalyst for the initial burst of

activity that characterized the College of Business Administration in the early 1960s, the desire to continue that accreditation and further to secure a place as one of the major colleges of business in the area informed the subsequent years.

The trends that had been set in motion during the earlier period were thus continued and expanded. Between 1959 and 1969 the faculty increased from thirty to fifty-six, 62 percent of whom now held terminal degrees; by 1976 that number was to further grow to sixty-three full-time members, 73 percent of whom held terminal degrees. Curricula options continued to expand: in 1964 a major in Economics leading to a B.A. as well as a B.S. was introduced, thus increasing the concentrations available in Business from five to six. More and more electives became available, and by 1969 the curricula encompassed 50 percent liberal arts courses and 50 percent management-oriented courses. Revisions in management departments also allowed for greater flexibility in those areas. "We are," read the *Annual Report of 1969*, "educating students to be effective managers in organizations rather than training them narrowly to be specialists in a departmental area."¹¹

Despite the growing emphasis on general education, however, it would be a mistake to assume that Northeastern, either overnight or at any other time, abandoned its belief in the need for practical and specialized training. Its commitment to the concept of cooperative education alone demonstrates otherwise. Two quotations, one from the *Annual Report of the Business College*, April 1966, and another from Dr. Knowles to Dean Harry Wilkinson, who had replaced Dean Roger S. Hamilton in the spring of 1966 when the latter resigned to return to teaching, should prove further correctives to any such misapprehensions:

We should capitalize on the uniqueness of Northeastern University's approach to management education. Our greatest strength is our co-op concept. We should build our pre-eminence on this strength and never seek to imitate. Therefore, as our basic goal, we should strive to become internationally recognized as the pre-eminent leader of an accepted intellectual school of thought in management education *based on pragmatism and experience on the part of students and faculty*. [emphasis added]

and:

The strength of the University in the long run is in having courses in the Co-op Program which are designed to provide professional preparation in specialized fields. Most colleges and universities offer courses and programs in the traditional fields. Looking ahead . . . the private college will have a greater advantage in having highly specialized offerings.¹²

In fact, in this very letter Dr. Knowles goes on to suggest a highly specialized course in franchise management, which, although subsequently rejected as unfeasible, indicates the very practical direction of the administrative thinking.

In 1967, two years after he had assumed the deanship of the College of Business Administration, Dr. Wilkinson tendered his resignation on grounds that he wished to go into his own business, and Dr. James Hekimian, who had graduated from the Harvard School of Business, had taught at Northeastern, and was a member of the faculty at Sloan Institute at MIT, assumed the role, and the College embarked on still further reforms in the direction of overall growth.

In 1968 under Dr. Hekimian's direction, a new long-range plan was developed that took into careful account both the College's resources and the changing environment. Having determined that "in the greater Boston area employment in non-manufacturing companies constituted even a larger percentage of the labor force than in New York," the designers of the long-range plan proposed that at Northeastern "even greater emphasis should be placed on non-manufacturing and non-business careers in administration."¹³ As a consequence, new concentrations were opened up at the undergraduate level in international business, transportation management, and small business management.

Four years later still another all-College, long-range plan resulted in a reorganization of the College, and further adjustments of the curriculum were made to allow for even greater flexibility and the continuation of an appropriate balance between general and specialized education.

As is evident from the above material, the undergraduate College of Business experienced some dramatic changes, particularly in its curricula and the general level of its offerings, between 1959 and 1975. The general tenor of these changes was toward greater sophistication and greater emphasis on broad, high-quality administrative skills as opposed to simple, specific job-training skills. To accomplish this end, the College worked throughout the period to attract to its faculty top men and women who were not only able to impart such skills but were also innovative in their thinking, ambitious for their discipline, and equipped to teach on both the graduate and undergraduate level as well as to conduct research.

By 1973, however, it had become clear that if such a faculty were to fully realize its potential, it could not do so within the conventional hierarchical departmental structure. Consequently—and as was fitting for a unit dedicated to imparting fresh administration ideas—the College instituted a new organizational pattern on January 1, 1973.

The new pattern, which would later serve as a model for other institutions, was accomplished by separating the teaching/subject area from the faculty support/personnel area. The former became the responsibility of area coordinators, the latter of faculty group coordinators. The goal of the new organization was to "simultaneously stimulate better teaching and more effective research as well as to give each faculty member more opportunity to participate in the decision process that affected his/her area of interest."¹⁴

This latter goal might also be understood as a sign of the times. Although the College was relatively unaffected by the recession that dramatically touched some of the other professional disciplines, particularly engineering, it was, by its very nature, strongly influenced by new managerial and administrative concepts, and it is significant that the College of Business should be among the first of the basic colleges to encourage both students and faculty to participate in its decision-making process. Thus in 1967 a Student Advisory Committee was formed to provide a continuing medium for communication between faculty and students. The new faculty organization, in its turn, allowed for greater staff participation in policy formulation and reflected the growing trend toward participatory democracy in the administration of institutions.

By 1975 the College of Business Administration was the third largest unit in the University. In its own words, it "had enjoyed a greater stability in enrollment and a more even pattern of growth than other educational units both inside and outside the University."¹⁵ Although such a bold statement might be subject to some question, it is certainly true that throughout the period the College did demonstrate an evenness of development. Following initial accreditation, it marched steadily in the direction of growth by adding faculty, students, and courses in accordance with recommendations of the AACSB and demands of the profession but always within the limits of its own ability to absorb and adjust to change and without suffering any radical dislocation either in relation to the University or itself.

By 1975, as stated above, there were 2,745 students.¹⁶ There were approximately sixty-two full-time faculty as well as twenty-four part-time appointments and a host of teaching assistants, introduced into the management courses in 1963 and into Finance and Insurance in 1967. There was also a group of new courses designed to provide both specialization and a broad background in liberal arts. In addition, the library for business, which the initial accreditation board had viewed with some circumspection as containing only 4,800 volumes, had now swelled to over 53,000

holdings, available to students in the several different locations where the business courses were taught.

All in all, the years between 1959 and 1975 had proved relatively benign and successful. It was a success that was corroborated by the 1962 achievement of undergraduate accreditation and the subsequent establishment of the College's first national business honor society, Beta Gamma Sigma, which was controlled by the Association and which opened a Delta Chapter at Northeastern on March 9, 1963; by the installation of Gamma Nu, a chapter of Beta Alpha Psi, a national professional accounting society in 1967; by the establishment of two endowed chairs, the Harold A. Mock Professorship in Accounting and the Lillian L. and Harry A. Cowan Chair in Accounting; by the continued reaccreditation of the undergraduate College programs by the American Academy of Collegiate Schools of Business (the name had been changed in the early 1970s); and by accreditation of the graduate programs in 1973.

3

GROWTH OF THE COLLEGE OF ENGINEERING

On April 21, 1960, Northeastern University observed the fiftieth anniversary of the founding of the College of Engineering and the establishment of the Cooperative Plan of Education. It was, as one might well imagine, a memorable occasion celebrated with appropriate pomp and circumstance. A convocation held in Alumni Auditorium opened with an impressive academic ceremony, followed by speeches and the awarding of special citations to faculty, members of the administration, distinguished alumni who had been former "co-op" students in the College of Engineering, and three companies that had participated in the plan since that first day in 1909 when eight men had enrolled in the cooperative engineering course. "Currently there are 2,734 students enrolled in Northeastern University's College of Engineering," said Dr. Knowles that morning. "It has become the largest undergraduate Engineering College in New England, and one of the largest among 214 in the United States."¹⁷

This statistic was impressive, and one could not help but applaud the achievement of the past, but as the convocation audience filtered into the April sunlight, the promise of the future looked even brighter. By 1960 science and engineering had become the promised lands of education, and it seemed as if there could be no limit to what could be achieved in these areas by those who were willing to try. That Northeastern was more than willing to try had been made clear in a letter from Dr. Knowles to

Lee H. Johnson, Chairman of the Engineers' Council for Professional Development on March 30, 1960: "My purpose is to encourage the continued growth of our College of Engineering in all aspects of its instructional and research programs. Accordingly, we are making every effort to attract to our faculty outstanding teachers and to provide them with the facilities and the kind of students that will permit an increasingly fine quality of engineering education at Northeastern University."¹⁸ Implicit in this paragraph was the recognition that the College, despite the outstanding achievements cited at the anniversary celebration, needed some changes, and explicit was the indication of what these changes would be.

In October 1960 accreditation delegates for the ECPD, assessing the curricula of the College of Engineering, made the following comment:

The curricula appeared to be strongly oriented toward immediate usefulness of graduates in industry. Although it should not be suggested that the institution should do a complete about-face with regard to this emphasis, it is likely that unless steps are taken to recognize some of the present trends toward more basic education and accordingly to modify engineering curricula . . . this institution might find itself somewhat out of step in future years in engineering education.¹⁹

Northeastern, however, did recognize the trends and did not fall out of step. One of the first moves that the new administration made to steer the College away from the purely utilitarian aspect of the programs and toward greater sophistication was the encouragement it gave to research and graduate work. Although neither of these areas is the province of this particular chapter (see Chapters IX and X), their development had a profound effect on undergraduate education, and for this reason must be mentioned here.

Reasoning that the upgrading of research and graduate work, which by their very nature stressed the theoretical and analytical dimension of a discipline, automatically would redound to the benefit of the undergraduate programs, Dr. Knowles had authorized a faculty committee in the fall of 1959 to study the potential for such development. Taking into account the traditional strengths of the University, the potential for the most rapid growth and change, and the accessibility of outside funding, particularly from research contracts, the committee returned the verdict that the doctoral program was entirely feasible for introduction in the departments of Physics and Electrical Engineering in the College of Engineering and in the Department of Chemistry in the College of Liberal Arts. On December 1, 1960, then, the Board of Trustees voted "to authorize

the President to establish doctoral programs in the fields of chemistry, electrical engineering and physics, effective beginning with the academic year 1961-62."²⁰

In the meantime, and as if in anticipation of these conclusions, Dr. Knowles had authorized Dean William T. Alexander of the College of Engineering to make available four top-level positions in the Department of Physics. Each of these positions carried with it the stipulation that the holder, in keeping with U.S. norms for research professors, would have one-third to one-half released time for his projects. The subsequent events that followed on this move proved so paradigmatic of the relationship between graduate-research work and undergraduate education that they are worth recounting in full detail.

The designation of the new positions was unprecedented in the history of the College, and word quickly ran through the profession that Northeastern was on the move. Soon after, Dr. Roy Weinstein and Dr. Marvin H. Freidman, both of MIT, were recruited to fill two of these positions. Both men were highly qualified and in the process of developing national reputations. Both were attracted to Northeastern by the challenge of setting up a totally new doctoral program. It soon became apparent to them, however, that the challenge was even more extensive than they had imagined and would entail a prior revision of undergraduate programs to bring them abreast of other major departments in the country and equip them to graduate persons capable of doctoral work. They tackled this task with the full cooperation of all department members. As a consequence of their united efforts, undergraduate curriculum was quickly expanded to include within the space of two years such courses as quantum mechanics, thermodynamics, advanced laboratory, and advanced electromagnetism. At the same time the faculty was augmented by the addition of more new men, all of whom held terminal degrees. They had been attracted to the University by competitive salaries, research opportunities, and, perhaps even more important, by the spirit of growth that now permeated the Institution.

In short order it became evident that the combination of new men, who brought with them a new concept of their discipline, the dedication of older teachers, who were determined to do their best for the Institution, and the wholehearted endorsement of the administration could work academic magic. Although it is to jump ahead of our story, a brief account of what the Physics Department achieved by 1975 indicates the degree of that magic. By that time the faculty had expanded from approximately twenty-five members in 1959 to approximately thirty-seven in 1975, almost all of whom held the doctoral degree; research subsidy had catapulted

from an initial \$200,000 to approximately \$1,000,000 per annum. Two members of the Department—Richard L. Arnowitt and Roy Weinstein—had been recipients of the Guggenheim award. The doctoral degree had been well established, and five postdoctoral positions, which are supported by the federal government and are one of the best measures of a physics department's national stature, had been given to Northeastern. Although at first glance these achievements may seem more relevant to graduate education and research than to undergraduate education, their effect on the latter is implicit. As Ronald E. Scott, Dean of Engineering in 1966, was to remark in reply to a questionnaire from the ECPD, "The process by which the material . . . filters from the graduate programs to the undergraduate is . . . well established." For Northeastern's Department of Physics, the "filtration" process meant that it had become one of the better departments in the nation at all levels.²¹ In addition, it had found a focus. In the early 1960s, largely because of the interests of its research faculty, it had concentrated on the development of quantum physics; by the mid-1960s, however, it was able to reserve thirteen positions for faculty in solid state physics and thus offer top-quality, comprehensive education to its students at all levels.

Physics was not, of course, the only department to experience such growth during the 1960s and early 1970s. As previously stated, however, it has been treated in such detail because its pattern so aptly illustrates one way in which Northeastern's programs grew during this period. It is a pattern that takes into account (1) the administrative support of graduate work and research, (2) the authorization of top teaching/research positions in those areas, (3) the revision of curricula at all levels in accordance with the advice of the new men and the experience of older faculty, and (4) ultimately, as a consequence of these factors, the achievement of monetary reward, academic respectability, and national visibility.

In 1961 Dean William T. Alexander, who had served at Northeastern for almost thirty years, retired. The final two years of his deanship of the College of Engineering had been ones of particular excitement. As demonstrated above in the example of the Department of Physics, the College was on the move. A similar and very parallel growth was also occurring in the Department of Electrical Engineering. In both instances the improvement of instruction followed on the approval of a doctoral program and the subsequent enhancement of the faculty and curricula. Other departments in the College were growing, too, as was evidenced by the founding of the first departmental honor society, Alpha Pi Mu, in Industrial Engineering and by the award of a \$48,000 grant from the Atomic Energy

Commission toward the establishment of nuclear laboratories and facilities for studies in this field. It would be the task of the next dean to continue this momentum.

In July 1961, Dr. Ronald E. Scott was appointed Dean of the College. He was a man of unflagging energies and enthusiasm, and it was soon apparent that there would be no lapse in the momentum under his jurisdiction. The next six years were to be a period of even greater achievements. Shortly after Dr. Scott assumed office, a memorandum was issued that indicated the general thinking of the College:

Put greater emphasis on theoretical and analytical aspects of the basic and the engineering sciences.

Mathematics should be given more stature in sense of being more than a service department.

Research should be encouraged for staff professional development, for involvement . . . of best undergraduate students, and as a vital factor in support of graduate education.²²

Following this directive, plans were almost immediately put into place for the beefing up of the Mathematics Department, which had lagged behind the Department of Physics in growth despite the general feeling that "high-level grounding in mathematics and physics . . . is required of those students going on to graduate school."²³ Again following the general pattern of development that was to pertain across the board, consideration was given to the institution of a doctoral-level program. The Chairman of the Department, Dr. Harold L. Stubbs, was authorized to fill top-level research teaching positions at competitive salaries (three new men were hired in 1963 alone). Course content underwent revision in the interest of increasing sophistication, and a Master of Science in Mathematics was introduced in 1962. The doctoral degree itself was finally established in 1965.

At the same time this pattern was also working itself out in other departments—the doctoral program was initiated in Chemical Engineering in 1964 and in Mechanical Engineering in 1965. Again, in each instance, the development of these graduate programs had an upgrading effect on the undergraduate curricula. In fact, so clear was this effect that it is explicitly cited in the 1966 report for reaccreditation to the ECPD as a major reason for the College's overall curricula improvement: "It was commented (in 1960) that our curricula were strongly oriented towards immediate usefulness in industry. The recent curriculum revision has been a sweeping one and this charge is no longer true. . . . The new faculty members who have been added in the past five years have been research

oriented and have possessed doctor's degrees. Much of the change in the curriculum is a reflection of their new point of view."²⁴

Change, however, cannot be attributed only to the introduction of a "research-oriented faculty." The growth of area engineering industries, particularly along Boston's circumferential highway, Route 128, had made engineering one of the most attractive fields of higher education. The pool of applicants to the College steadily increased, making possible greater selectivity of students, which, in turn, allowed the College to raise the minimum quality point average for graduation from 1.4 to 1.6 by 1966, with 1.8 required in the major department.²⁵

Responsiveness to the needs of industry also gave rise to new programs, especially a raft of new computer courses. One of the most outstanding programs included a Power Systems option in Electrical Engineering introduced in 1962. In addition, plans were forged for a new interdisciplinary program that recognized the link between engineering and the medical profession. The plan went into effect in the fall of 1967 as the Department of Biophysics and Biomedical Engineering. Giving further impetus to change was the shift of the entire University to the quarter-plan calendar in 1966. In the process the undergraduate curriculum of the College was revised and repackaged with alterations in each subject area being made by faculty committees, usually in consultation with engineers in local industry.

Nor was growth confined to the Day College. In the early 1960s, the B.S. in Electrical Engineering became available to evening students. This was made possible by the same reorganization that had resulted in the founding of University College. Although Engineering was not included under University College, the extension of the day programs into the evening, with the same faculty responsible for the same courses regardless of time slot, opened the way for the accredited engineering degree to be earned at night by part-time students.

Still another factor contributing to the growing prestige of the College during the period was the dramatic improvements in facilities. The addition of new dormitories, begun in 1963 with the construction of Speare Hall, allowed the College to select the entering class from a wider geographical area, thereby increasing the caliber of students. Having students from a wider area also allowed for wider cooperative placement and thus a choice of situations that would have superior training qualities.

Extensive remodeling in older facilities provided new laboratory space for the five major undergraduate engineering departments of Civil, Mechanical, Electrical, Chemical, and Industrial Engineering. New facilities

included a soils laboratory (later modified to allow for environmental studies), a wind tunnel, and a new analytical computer room. But perhaps the most dramatic addition was the Charles A. Dana Building, a Physics-Electrical Engineering Research complex that would house the departments of Physics and Electrical Engineering.

Altogether, the period between 1961 and 1967 was one of intense intellectual ferment, experimentation, and expansion in the College. Enrollment rose to an unprecedented 3,786, and the faculty swelled to 82.²⁶ Charters for the establishment of two more departmental honor societies, Omega Chi Epsilon (for Chemical Engineering) and Chi Epsilon (for Civil Engineering) were received in 1965, and the Northeastern Student Chapter of the American Institute of Industrial Engineers became the recipient of an award as the "best in the nation" in 1966. Nevertheless, the College still had a ways to go to achieve status as a fully modernized, science-oriented engineering college.

Despite the dramatic improvements in the Engineering courses, accrediting inspectors were still demanding that "Northeastern University must revise its engineering curriculum to fulfill the minimum requirement of the ECPD with regard to humanistic-social studies." Dr. Knowles, writing to Dr. Scott in the spring of 1966, was asking the Engineering faculty "to seek new ways in which the humanistic-social content of the undergraduate programs can be increased and to look into the question of raising the quality point average for graduation."²⁷

The task of fulfilling these demands, however, would fall to a new dean. In the fall of 1966, Dr. Scott, who had been a highly popular and successful dean, resigned to accept a position at a technical institution in the Middle East, eventually moving to the University of Petroleum and Minerals in Dhahran, Saudi Arabia. Gone were the days when appointments could be made by administrative fiat and, while Professor William F. King accepted the appointment of Interim Dean, a long and arduous search by a faculty committee began for a permanent replacement. But if the search was long and arduous, the result could not have been more fortunate. Dr. Melvin Mark, the successful candidate, was a man of even temperament, a firm commitment to high educational standards and, perhaps even more important in light of what was to happen next, a person capable of wresting from any situation the best it had to offer. What did happen next was that the College underwent in rapid succession both the peak and slough of its experiences during the entire period.

When Dean Mark took office, educational expansion was still riding toward the crest, applications for enrollment were still flooding in, and

federal monies for research were still available. Capitalizing on these facts, the College was able to expand the faculty from 82 to 107 by 1971. This faculty expansion allowed for reduced teaching loads and encouraged more research and professional activities. In addition, the humanistic-social studies content increased to 20 percent of its curriculum with no ROTC credit allowed, and the minimum quality point average for graduation was raised to 1.8, with 2.0 required in the major department.²⁸ Thus the demands of the ECPD were satisfied. These, however, were not the only pressures being exerted on the College. The changing social, political, and economic conditions of the country, which were taking place throughout the 1960s, had resulted in an increasingly heterogeneous student body. In an attempt to accommodate these changes, a new freshman year was introduced in 1969. The idea was to take into account not only the average student who might be expected to complete requirements in three quarters but also the slower student who would now be allowed four quarters to fulfill the same tasks. The plan also benefited the above-average student who could now forge ahead to complete the freshman year in a single quarter.

The willingness to be flexible and innovative, which was evident in this program, was to stand the College in good stead over the next few years. Between 1969 and 1973, the depressed national economy, coupled with lower tuition rates in public institutions, suddenly exerted new pressure on the College to attract and hold its students.

Partially as a result of the recession pressures and partially as a continuation of its constant commitment to improve undergraduate programs, the College was to introduce in the next few years several innovative changes that paradoxically helped to improve the College during a period that might easily have proved disastrous. These changes included the initiation of a B.S. unspecified curricula in 1972, which was established especially to attract and hold students whose objectives could not be achieved through one of the existing structured professional programs. The new curriculum allowed for coordinated studies in physical, life, and social science as well as engineering, science, and mathematics. To this extent these changes reflected the new "people" orientation that had become the concern of many students.

During the same period Civil Engineering also added an environmental option in direct response to the new concern over resources, and Industrial Engineering developed a new Health Systems program reflecting a growing interest in health sciences, while the Power Systems program expanded in response to new energy demands. In addition, the number

of electives was increased to allow for greater flexibility in serving student needs, and a pass/fail option became available for students in two of their human-social science electives. New degrees were also introduced, including a new five-year program leading to a B.S. and M.S. degree, initiated to accommodate the above-average student.

It was also during this period that the departments of Mathematics and Physics voted to sever their organizational relationship with the College of Engineering and become part of the College of Liberal Arts (see below). The departments continued to serve the College, and the move had little effect on the programs in Engineering. It did, however, serve to unify the Engineering faculty and put the focus of the College exclusively on its own specific professional goals.

In 1970 a reorganization of the relationship between Lincoln College and the College of Engineering served to shore up the strengths of both units. According to the new plan, which was partially the consequence of an ECPD recommendation, the Associate Dean of the College of Engineering became the Director of Lincoln. The new affiliation meant that the two units could be more closely coordinated. This made it possible to restrict top applicants to Engineering, while those whose needs could be better accommodated by a technical college would be automatically admitted to Lincoln. Effectively, the change reduced the responsibility of the College of Engineering to provide technology courses, which the ECPD had criticized as alien to its purpose, and allowed the College to give full attention to the development of theoretical and analytical programs. The reorganization also swelled the enrollments of Lincoln, while improving the quality of incoming engineering freshmen, and simultaneously expedited the transfer of students from one unit to the other to the advantage of all. Finally, it made possible the effective use of engineering faculty who could also teach in Lincoln and thus stemmed the tide of attrition that might otherwise have swept away many of the faculty.

As a result of these changes, coupled with an all-out effort on the part of the faculty, who increasingly visited high schools to recruit, participated in open houses for freshmen, and worked overtime to assure the effectiveness and relevance of their courses, the College managed to weather the recession, reaffirm its professional status, and maintain its standards.

There is no question, of course, that the problems of the recession had been acute, problems exacerbated in Engineering by the drop in defense contracts that decimated some firms and reduced hiring to a minimum as the profession readjusted to a peacetime economy. By 1973 enrollment in the College of Engineering had fallen from a 1969 peak of 3,943 to a

nadir of 2,362. And only a shift of staff from Engineering to Lincoln prevented a corresponding attrition in the ranks of faculty. At the same time, a cutback in research allotments from the federal government and the rise in inflation also exacted its toll. Nevertheless, by 1973 many of the problems engendered by the flagging economy had leveled off. The Department of Electrical Engineering summarizes the situation in the "College of Engineering Annual Report 1973-74":

We have managed to preserve many of the assets that we had at the end of the "boom" years. Having now learned rather painfully that the "good old days" will probably not return, we can decide in what direction we would like to see the E[lectrical] E[ngineering] Department develop in the future. One obvious direction is toward more emphasis on "computer sciences" or "computer engineering." . . . [and] another important trend in E.E. is the resurgence of interest in the power field.²⁹

Although pertaining directly to Electrical Engineering, the statement expressed in broad outline the situation of the entire College. Having emerged from the slough smaller and leaner, the College was no less determined, in the words of Dean Mark, "to provide a quality engineering education with a strong mathematics, science, engineering science and design base, incorporating cooperative education as an important integral part of the program . . . [and to provide] the student with an analytical approach to problem solving and the potential for self-development in accordance with future needs of the profession."³⁰

As a testament to the success of this determination were the facts that by 1975 enrollment had already rallied to reach 2,515, including 55-60 black freshmen and 106 women—a new high in both areas; each major department was represented by a national honor society in addition to representation of the entire College by Tau Beta Pi, the National Engineering Honor Society installed at Northeastern in November 1941. The library holding had expanded to almost 51,000 books and periodicals and nearly a million microforms and micrographs in engineering fields.³¹ But perhaps most significant of all, the ECPD had no further comment to make about a "too utilitarian" curriculum or one lacking humanistic/social studies dimension. By 1975, despite the setbacks, the College had truly achieved the coveted status of a "modern, science-oriented college." Left behind forever was the image of itself as an undergraduate and somewhat trade-oriented school.

4

THE GROWTH OF LINCOLN COLLEGE

Although in some respects Lincoln College, essentially an evening part-time college, does not belong in a chapter devoted to the growth of

Northeastern's basic day colleges, its history is so directly related to that of the College of Engineering that its inclusion here must be considered justified.

The remark of a 1958 graduate of the College of Engineering points up that relationship: "Lincoln is now," he wrote in 1975, "what Engineering was in my day." Although this observation may be somewhat exaggerated and overlook the real difference in the purpose of the two units, it does provide valuable insight into what happened at Lincoln between 1960 and 1975. Namely, it became a baccalaureate degree-granting, fully accredited undergraduate college. Included among the highlights of this transformation were the change of name from Lincoln Institute to Lincoln College, the establishment of the B.S. with specification in technology (B.E.T.), the extension of some Lincoln programs into the day Cooperative Plan of Education, and finally the 1971 reorganization, mentioned above, which brought together the administrative structures of Lincoln and the College of Engineering.

The reasons for these changes are, of course, myriad and complex. Certainly one cause was the prominence given to engineering and technology in the early 1960s, which put new pressure on technological schools to expand and extend their curricula. Even more important than such quantitative growth, however, was the qualitative change in technology itself, which substantially affected the type of programs that technological institutions offered and made necessary a clarification of their aims and directions. Professor Hollis S. Baird of Lincoln, asked to comment on historical events that had most affected his College since the 1950s, supports this claim, attributing major change to three factors: (1) the rise of television after World War II, (2) the development of the transistor in place of the vacuum tube, and (3) the growth of the calculator and computer, digital electronics, and integrated circuits.³²

To the layman, used to thinking in terms of social, economic, and political causality, such a litany may at first be unsettling. Nevertheless, even though such terminology may be unfamiliar, it is not difficult to perceive Professor Baird's point—that changes in the nature of technology itself, as much as any other single event, shaped the growth and increasing sophistication of institutions like Lincoln, whose function it was to transmit the new technology.

In 1959 Lincoln College, or Lincoln Institute as it was then called, had been in existence thirty-two years, although its roots can be traced to one of Northeastern's earliest units, the Polytechnic School, founded in 1904. *The Lincoln Institute Catalog 1930–31* describes its genesis: "Lincoln Institute was established in 1927 by the Board of Governors of Northeastern University whose actions were the outcome of a desire to offer

engineering programs on a semi-professional level in the evening to employed men who were already working in the fields of engineering. Prior to this date there had been in existence since 1904 the Evening Polytechnic, which offered three year courses in Engineering. These courses formed the nucleus of Lincoln Institute."³³ At this point the Institute's four-year courses led only to the diploma, although credit was also accorded toward the B.B.A. degree in Northeastern's Evening School of Commerce and Finance. By 1940 work was also credited toward the title of Associate of Engineering, and by 1955 the Institute, itself, was providing two degrees: an Associate in Engineering in five areas and an Associate of Science in one.

Much of the credit for Lincoln's expansion during this later period, the 1940s and 1950s, must go to Dean Donald H. MacKenzie, who had begun serving as Dean in 1946. It was his contention that the Institute should provide programs midway between the craft activities of the technician and the complex and abstract activities of the professional engineer. Under his direction programs were planned "to train engineering aides who can assist professional engineers in design, computation, supervision, testing, etc.," while curricula were taught at the junior college level "in that they emphasize the academic rather than the manual skills."³⁴

This, then, was the situation that prevailed at Lincoln when Dr. Knowles became President. In a sense, however, Lincoln was also at a crossroads. The ECPD was beginning to suggest that technical institute curricula contain more artisan-type programs, thus distinguishing them from that provided by colleges of engineering. At the same time the technical and scientific needs of the engineering and electronic industries were beginning to boom along Route 128, and more opportunities were arising for persons trained in technology at a more sophisticated level. It was the unanimous contention of Lincoln's faculty that to accede to the ECPD would undermine the true aims of Lincoln and that, indeed, the increasing complexity of technology demanded more, rather than less, analytical training.

Dr. Knowles heartily supported this view. In fact it was very much his feeling that Lincoln should increase the scope of its activities, taking full advantage of the technological boom by expanding rather than contracting its sphere of activities. With his encouragement, then, Lincoln Institute moved in the early 1960s to change its name to Lincoln College, a name more in keeping with its academic orientation. Such a change was in some ways more symbolic than substantive, for it did not in itself affect the programs, but it did serve to underscore the College's direction and

make clear that it did not wish, at this point, to be evaluated by the ECPD. The argument was presented to the Board of Trustees, and on February 8, 1963, the Board approved the name change.³⁵

In 1964 Dean MacKenzie, who had served Lincoln so ably for almost two decades, was forced to step down because of ill health. Gustav S. Rook, who had come to Northeastern in the early 1950s and was currently serving as Chairman of the Department of Graphic Sciences, assumed the deanship.

Dean Rook's term corresponded with a period of rapid growth in technology, a growth reflected in Lincoln's enrollments, which went from 3,035 in the fall of 1964 to a peak of 4,067 in 1969, and in Lincoln's programs. Between 1964 and 1970 the college expanded its programs to encompass the broad areas of Applied Science and Technology, Allied Health Technology, and Commercial Aviation Technology. Of course, it continued to offer Engineering Technology, its primary instructional area. In response to the Greater Boston industrial and technological community, it also began to offer courses outside of Boston at the suburban campus in Burlington and in rented facilities in Framingham, Weymouth, Lynn, Norwood, and even as far north as Nashua, New Hampshire. In addition, it provided a greater number of programs that would be of interest to women, such as those in allied health; as a consequence, female enrollment rose from 38 in 1964 to a peak of 507 in 1969.³⁶

Although these changes were substantial, the greatest tribute to the new stature that Lincoln acquired during the 1960s was manifest in the baccalaureate degree-granting power accorded it in 1966. Professor William F. King, who became Director of the College in 1970, attributes the power to grant these degrees—the Bachelor of Engineering Technology and the Bachelor of Science in Industrial Technology (given in conjunction with University College)—to two factors: "Nationwide there was a trend to extend technically oriented programs to the baccalaureate level because there was still plenty for these students to learn, not least of which was to acquire greater depth in the humanistic and social science programs. In addition, a substantial number of our own students who had earned the associate degree felt the need and desire to go on further."³⁷

The new degrees effectively recognized the legitimacy of technological studies as academic rather than vocational disciplines and also recognized the growing sophistication of the field. This recognition was further substantiated in 1970 when it became possible for qualified holders of the Bachelor of Engineering Technology to transfer to the College of Engineering and earn a Bachelor of Science with specification. In 1969,

following the awarding of the first B.E.T. degrees in Electrical and Mechanical Engineering Technology, the Engineering Technology Committee of the ECPD granted these programs full accreditation, and two years later, following graduation in other options, it granted full accreditation to all Lincoln's baccalaureate programs that existed at the time.

Thus by 1968–69, one decade after Dr. Knowles had assumed office, Lincoln was providing the Associate in Engineering in eight options and the Bachelor of Engineering Technology in four. In conjunction with University College, it was also providing the Associate in Science in five options (including Chemical-Biological, Mathematical-Physical, Commercial Aviation, and Radiological Technology, all of which had been added during the period) and the Bachelor of Science in three options (Chemical-Biological, Cyto-technology, and Medical Technology). Altogether these programs represented a 233 percent increase over those available in 1958–59. The College had come a long way, but it was still on the move.

Dean Rook died suddenly on June 10, 1970. As evidenced above, his administration had been characterized by the steady expansion of the College during an era when technology had been undergoing some of its most dramatic changes. His charge had been to keep the College abreast of these changes, and this he had done. Some of the new programs had been frankly experimental in an age of experiment and would not survive into the next decade; nevertheless, they had clearly demonstrated Lincoln's willingness and ability to serve the needs of a changing constituency. It was a willingness that was also manifest in the increased occupational and academic counseling that became available to students during this period and in the greater flexibility allowed the students in the choice of both their required and elective courses.³⁸

In the fall of 1970, Professor William F. King, who had been serving as Associate Dean of Faculty, resigned his post to take over as Acting Dean of Lincoln. The following year he was appointed Director. His appointment coincided with the organizational change that was taking place between Lincoln College and the College of Engineering. Henceforth, as mentioned above, the Director of Lincoln College would hold a dual position, serving also as Associate Dean in the College of Engineering.

The reorganization was significant. During the experimental 1960s, Lincoln had branched into essentially nonengineering areas—for example, cyto-technology and medical technology. It was the feeling of Dean King and many of his peers that the College had now reached the point where there should again be a reaffirmation of the link between engineering and technology. This feeling was shared by the Engineering branch of the

ECPD, which even as early as 1966 had cited the ambiguity of the relationship between the two units as being a problem, the solution of which could only redound to the benefit of both.

Thus Professor King came to the College determined to reassert the primacy of hard technology, and he came at a time just when this sort of commitment was being demanded not only by professional associations but also by the economic situation, which was placing engineering in an increasingly beleaguered position. By supporting basic engineering technology as the cornerstone of all technology, by promoting computer technology, and by encouraging the close relationship between the engineer and the technologist, Lincoln was able to absorb and provide for many students and faculty who might otherwise have been totally displaced by the recession.

In a sense, Dean King's policy was a "back to basics" policy, a forerunner of an approach that would grow increasingly popular as the decade commenced. Frankly worried about what he saw as "splinter degrees"—that is, degrees granted in majors that might too closely reflect passing interests but that did not have sufficient follow-through—he pushed for the consolidation of courses under the more standard instructional fare of Electrical and Mechanical Engineering Technology. But perhaps even more significant for the future of the College than this philosophical shift away from the experimental toward the tried and true, was the support now given to the establishment of day cooperative programs, which were subsequently begun in the fall of 1971, with day B.E.T. options available in Mechanical and Electrical Engineering Technology.

The motivation behind this revolutionary move was threefold and has been summed up by Dean King:

There was a market. The continued success of the evening programs and the growing applications to the College of Engineering of students who lacked the background in math and physics to qualify for that discipline but nevertheless were interested in the general field suggested this. *There was a faculty available to teach day courses.* The reduction in the size of entering classes in Engineering had created a modest surplus of faculty time which could not be readily absorbed in existing research efforts. *There was the know-how.* The curricula was in place in the evening, to adapt it for the day was merely a matter of repackaging.³⁹

Thus in 1971, Lincoln became the ninth cooperative day college. In the next four years it was to expand and develop its offerings, particularly in the area of computer technology, which was destined to become one of its major areas of study. It continued to explore ways of meeting new

demands by introducing a nondegree pretechnology program for students who required more training before embarking on degree courses and by expanding its interdisciplinary science and engineering technology programs to include such courses as Fire Technology and Environmental Control Technology. The main thrust of its efforts, however, was to assure that all its graduates were sufficiently broadly and deeply educated to serve as the pivot-persons on the professional-technologist-craftsman team. The success of this policy was evident in continually growing enrollments, which by 1975 had reached 148 in the day program and 2,360 in the evening program.⁴⁰

5

GROWTH OF THE COLLEGE OF EDUCATION

The third basic day cooperative college, which had been in place when Dr. Knowles assumed office and which was to come to full maturity during the 1960s, was the College of Education. Again, its history reflects both the changing demands of the profession, which it was designed to serve, and the new perception of itself that the University was to come to hold during the period.

The changing demands of the profession were largely represented by a shift from the concept of educational training as a way to prepare teachers simply to take their place in elementary and secondary school classrooms to a wider concept of educational training as a way to prepare specialists at many levels and in many areas, including administration, special education, rehabilitation education, reading, and speech and hearing counseling. These new demands were to exert particular influence on the curriculum of the College. Simultaneously, Northeastern's perception of itself as a major university, destined to serve not only limited local needs but extensive and sophisticated national needs as well, would manifest itself in the College's all-out efforts to improve the quality of its offerings and to secure full accreditation by the nationally recognized National Council for the Accreditation of Teacher Education.

Perhaps the most graphic illustration of this change is inherent in the contrast between the 1950s genesis of the College as recounted by Dr. William C. White and its status in 1967 as reflected in its application for accreditation:

It was 1953 [reminisces Dr. White in accounting for the birth of the College], and we had just closed the Law School and were looking for something to replace it when Dr. Ell struck upon the idea of a

College of Education. With the influx of students into the elementary and secondary schools as a result of the post-war baby boom, education had become a growing field. "And why shouldn't we train persons to take their place in it?" reasoned Dr. Ell. So we got out as many college catalogs as we had and searched around to find ourselves a Dean, someone who looked as if he might be able to get just such a college in shape.⁴¹

Dr. White and Dr. Ell did indeed find a dean, in the person of Lester S. Vander Werf, an ambitious and enthusiastic educator who was then employed at the University of New Hampshire but who was intrigued by the notion of coming to Boston to establish a totally new institution in his field.

Although this story has undoubtedly been simplified by time, nevertheless, it serves as an appropriate illustration of just how casually North-eastern could sprout in that earlier and easier age. Dean Vander Werf proved to be a farseeing administrator with very firm ideas on how such a college should be operated. To him is justly attributed the philosophical and professional foundation that persists even to this day. Thus despite its almost casual beginning, the new College did sprout and flourish. By the time of its first accreditation application in 1967—an application that was to require over a hundred closely typed pages to encompass both its aims and achievements—it could boast five separate departments, a staff of twenty-two faculty and eight administrators, and an enrollment of 957 undergraduates and 960 graduate students.⁴²

Such expansion, of course, did not occur overnight. In its first year the College of Education employed, in addition to Dr. Vander Werf, only one other faculty member, Professor E. Lawrence Durham, who was to remain with the College for the next several decades. These two men presided over the handful of professional courses that were offered to both undergraduates and part-time graduate students—the College had begun with a master's as well as a baccalaureate program. The basis of the curriculum at both levels was the social sciences (mainly psychology, sociology, history, and anthropology) and the humanities (particularly English and philosophy). This was in keeping with Dr. Vander Werf's contention that a solid training in the foundational and liberal arts areas was necessary to provide the kind of broad base essential to a truly professional educator.⁴³

A standard element in all teacher education programs is, of course, student-teaching experience, and the cooperative plan offered a chance for undergraduates to enlarge on this aspect of their training. Initially, however, because of limited opportunities the plan was optional and se-

lective: a number of local schools agreed to let the most mature and able of the College's second-year students participate in an internship experience at their institutions. Personnel from the cooperating schools became involved in curriculum planning, and the student enjoyed unique opportunities to tutor, supervise, and actually teach.

Dr. Leonard J. Savignano, who had joined the faculty in 1955, provided direction and leadership for this program as well as for regular student-teaching programs. In 1957 he was succeeded by Professor Charles F. Haley, who enlarged and strengthened the internship concept. Finally, in 1965 the internship program was merged with the Cooperative Education Department, and all College of Education students were henceforth required to follow the five-year cooperative plan that allowed every student to benefit from early involvement in an actual school setting.

By 1957 the faculty had grown to six members, with Dr. Frank Marsh, Jr. joining the staff in 1956 and Mary J. Lee and Thomas Cavanagh in 1957. But the real explosion in numbers and in offerings did not occur until the 1960s. Then, encouraged by the new administration and by the sudden apotheosis of education that had followed in the wake of Sputnik, the College of Education was suddenly to find itself the focus of new and almost feverish attention.

The degree of this fever can perhaps best be adjudged by two memoranda. The first, Long-Range Proposals, formulated by Dr. Vander Werf in June 1960, suggested the extent and range of the College's ambitions. Listed among its plans were seven goals. One of these goals was the establishment of an Educational Program Research Center that would comprehend advanced preparation for teachers, new courses and new staff, and a series of laboratories or clinics in such areas as speech and hearing, secondary mathematics, teaching the emotionally disturbed, and teaching the handicapped. Other goals included the development of graduate education into new fields of guidance, special education, and instructional leadership, the expansion of graduate degrees to include the Certificate of Advanced Education and the Doctorate of Education, the extension of the internship program, and the acquisition of professional accreditation.⁴⁴ According to the proposal, all of these goals were to be achieved by the mid-1960s.

The second memorandum, however, which was sent by Dr. Vander Werf to Dr. White shortly after the former had attended an American Association for Teacher Education (AATE) convention in March 1961, indicates the pressure to which such ambitions could give rise. Appended

to the memorandum, which summarized the drift of the convention, is this almost desperate notation: "Our program falls far short of what it ought to be. Frankly, I am running scared."⁴⁵

Such fears, however, hardly took into account the energy of the growing College of Education or the encouragement of the administration, which was determined to spare no effort in helping the College achieve its potential. And by 1966, when Dr. Vander Werf, after a dozen years of service, finally decided to step down, gigantic steps had already been taken in the fulfillment of these aims. The scope of the College had been broadened considerably. Five departments had been organized: Foundations of Education, 1959; Curriculum and Instruction, 1963; Reading, 1966 (merged with Curriculum and Instruction, 1972); Counselor Education, 1966; and Rehabilitation and Special Education, 1966. The faculty, as noted above, had expanded dramatically, and the enrollment had increased at both the graduate and undergraduate level by some 400 percent. Nevertheless, when Dr. Frank Marsh, Jr. was appointed to the post of Acting Dean in 1965 and permanent Dean in 1966, a great deal remained to be done.

Philosophically, the new Dean shared many of the convictions of his predecessor. Like Dr. Vander Werf, he too believed that a good grounding in the social sciences and humanities was an essential prerequisite for a meaningful professional degree. He also believed that the Cooperative Plan of Education was a central element in training educators at both the graduate and undergraduate level, and that the goals formulated in the 1960 Long-Range Planning Proposal were valid and desirable. The change in the administration, therefore, did not signal a sharp philosophical break with the past. Dr. Vander Werf's strength, however, had been in his visionary ability to perceive what should be done, and Dr. Marsh's strength lay in his ability to see that it was done. Thus the next two years were to witness a flurry of activity that resulted in the final implementation of many of the plans that had been lying fallow in 1965.

In 1966, for example, during the period of transition between the two deans, three of the departments cited above were formed. Their establishment, which allowed for more specialized majors, immediately satisfied one of the requirements stipulated at the 1961 AACTE meeting. At the same time many of the graduate programs, courses, laboratories, and clinics originally proposed by Dr. Vander Werf became operational. Elementary Science and Mathematics, Speech Pathology and Audiology, and Vocational Rehabilitation Administration were added to the graduate ros-

ter in 1966; and Educational Research, Secondary Mathematics, and Teaching the Emotionally Disturbed were added in 1967.

Also in 1966, the Speech and Hearing Clinic, under the direction of Robert J. Ferullo, was finally created as the basis for specialized programs in that area and was soon approved by the American Speech and Hearing Association. The Center for Reading Improvement, later called the Reading Clinic, under Dr. Melvin Howards was also opened. Both clinics provided invaluable clinical and laboratory experience for students. In addition, the Reading Clinic functioned as an important outreach into the community by serving approximately five hundred clients per year in the Greater Boston area.

This was, indeed, a time of outward expansion for the College. A perfect example occurred in 1966 when, as the Annual Report mentions, a Center for Educational Development was established "to conduct and administer special projects, such as the Fund for the Advancement of Education, intern and summer institute programs, the Commonwealth Service Corps Master Tutor training program, VISTA training programs, and the Youth Education program (for high school dropouts)." The effect of these programs was not only to reinforce the ties between the community and the College but also to provide increased training opportunities for students and give greater range to their overall education.

Perhaps the greatest triumph of Dr. Marsh's early administration was the final attainment of accreditation from the National Council for Accreditation of Teacher Education in 1967. With its programs thus accorded national recognition, the College had achieved full maturity, and the future task became one of fulfilling the responsibilities of that maturity.

Between 1968 and 1975, in keeping with the ever-broadening view of the function of colleges of education, Northeastern's College of Education began to add new programs and courses and to vastly expand its scope and range. In 1968 an Educational Administration Department was added, and in 1973, in response to a need for increased specialization, Speech Pathology and Audiology, previously under the Department of Rehabilitation and Special Education, became a department in its own right.

By 1970 the College of Education had reached a peak of over 1,300 undergraduate students and 1,001 graduates, with a full-time faculty of 55, the vast majority of whom held terminal degrees.⁴⁶ The growing sophistication of the faculty was, not surprisingly, matched by a growth in sophistication in course offerings, especially in the extension of graduate and research work. In 1970-71 the Certificate of Advanced Graduate Study, a certificate midway between the master's and the doctorate, became

available, and in 1974 the Doctorate of Education was introduced. (See Chapter IX.) Both of these degrees, although directly pertinent only to graduate education, affected undergraduate education in that they necessitated an increase in library holdings that were needed for graduate work but that were usable at all levels. They also required the employment of highly skilled faculty who were essential for graduate programs but who could also teach at the undergraduate level. And finally, opening the door to research provided opportunities for undergraduates as well as graduates.

Nevertheless, although the picture in the early 1970s was rosy, it was not without problems. The tide of enrollments resulting from the postwar baby boom was already receding, and, more important, the lowered birth-rate was causing a sharp cutback in employment opportunities in the classrooms of elementary and secondary schools. To offset this declining need for teachers, the College set about both to expand its constituency and to prepare professionals who could serve in a wider range of educational roles. The 1973 creation of the Bureau of Field Services under the direction of Harold A. Miner, Associate Professor of Science Education, extended the College into the schools and community at large, where it offered both credit and noncredit workshops, institutes, and seminars. Thus a new student group was attracted to the University. The creation of the Department of Educational Administration and the expanded offerings in special education helped to broaden the College's scope, as did the encouragement given to new programs to train counselors, cooperative education personnel, and community health workers. But one of the most innovative ways that the College devised to hold and attract students was the Human Services program, which was designed, in conjunction with the College of Liberal Arts and the College of Criminal Justice in the early 1970s to prepare professional human service workers. The program reflected the growing desire of young people "to serve others" and clearly demonstrated both the sensitivity of the College to the changing needs of its environment and its broadened understanding of its function.

In 1975, Dr. Marsh, writing about education science and teacher training noted:

During the past several decades this field has grown substantially in comprehensiveness and complexity. . . . [Teacher Education] no longer deals solely with training the young in communication skills. A more fitting definition is that teacher education includes all studies and experiences that are necessary to prepare a person to teach, to organize learning experiences, to administer educational institutions, or to provide supportive services for the learning process at all levels.⁴⁷

Certainly, the growth of the College of Education at Northeastern between

1959 and 1975 directly illustrates one institution's attempt to fulfill these new requirements.

6

GROWTH OF THE COLLEGE OF LIBERAL ARTS

Although all of the colleges discussed above have differed substantially in their details, they have had in common one basic element—all were designed to prepare students to enter specific professions. Against this background the College of Liberal Arts, which by its very nature is dedicated primarily to general education, stands out sharply. Such a contrast, of course, exists at any multifaceted university. At Northeastern, however, because of the University's own particular history and mission, this contrast has had a unique effect, throwing into highlight some aspects of liberal arts that have not been emphasized at other institutions and softening others that have.

Northeastern was, of course, founded to prepare students—many of whom came from families of modest resources—to assume meaningful positions in the working world. This mission was manifest in the development of its first day schools—Engineering, 1909; Business, 1922—and was underscored by its commitment to the Cooperative Plan of Education. By the early 1930s, however, it had become apparent that if these schools were to be truly competitive at the baccalaureate level, if they were truly to set their students on the path to widespread professional acceptability, then they must provide a wider selection of general education courses. As a consequence, Dr. Ell determined that a School of Liberal Arts should be added to Northeastern, although some members of the governing board objected on grounds that such disciplines could hardly be expected to conform to the principles of cooperative education.⁴⁸ Dr. Ell's ideas prevailed, however, and in the fall of 1935 a School of Arts and Sciences was opened, largely to satisfy the demands of business and engineering.

It was a maverick beginning for such a unit. In almost every other major university, liberal arts had come first, and professional schools were added at a later date. In the development of Northeastern, however, this process was reversed: professional courses preceded general education. If out of step with traditional education development, this process, nonetheless, was very much in step with the basic principle of the Institution—to prepare young men (and later young women) to assume positions in the professions. As a consequence, Northeastern's College of Arts and Sciences had from its inception a service-oriented cast—a cast initially

reinforced by the fact that almost all of the departments were formed simply by siphoning off programs from other units and transferring faculty.

Not surprisingly, the sciences and social sciences dominated the new College, providing six of the seven possible concentrations. Programs were limited almost exclusively to those that would be pertinent to engineers and businessmen. In fact four of the majors offered that first year—economics, chemistry, mathematics, and physics—remained administratively related to the Colleges of Business Administration and Engineering, where they were treated as tools of those fields rather than as disciplines in their own right. The two other possible majors in the sciences/social sciences areas—sociology and psychology—although under the aegis of the new College, were in fact little more than expanded versions of previous programs. This was equally true of other departments. Biology and Geology laid heavy stress on their engineering functions, with Geology encompassing little more than surveying. Government and History, weaned from the College of Business Administration, became two departments under the new structure, with Asa S. Knowles assuming responsibility for government courses and Roger S. Hamilton for history. The content of both programs, however, remained largely as before, as did the content of Dr. White's education courses.

The situation in the humanities was even more ambivalent. The very nature of these disciplines, which stressed general principles over specialized skills, made it difficult to fit them into a pattern of immediately perceivable usefulness. In English, which was the seventh possible major, one-third of the curriculum was devoted to basic writing and public speaking (considered a requisite for businessmen). Other courses provided little more than cultural touchstones, the symbols as much as the substance of the "educated man." Thus Chaucer and Shakespeare were provided but there was no Milton. There was no comparative literature aside from one catchall course entitled "Great European Writers," which promised to provide "a background for later studies in comparative literature" (not offered), and all of poetry was relegated to a single nineteenth-century survey that swept from Pope to Tennyson.⁴⁹ Yet, in spite of the meagerness of these offerings, altogether they represented a 125 percent increase from what had been available previously.

Other programs offered as minors in humanities during these early years included French and German, both useful in business or engineering. There was, however, no Latin or Greek, those venerable staples of liberal arts colleges that can trace their roots to seventeenth- and eighteenth-century divinity schools but that have little currency in modern professional life. Graphic arts, originally in Engineering, became Graphic Arts

and Art History. Fleshing out the remaining humanities curricula was a Department of Philosophy, expanded from a single course originally offered as an aspect of sociology by the University's chaplain, Dr. Charles W. Havice.

If the demands of the business and engineering constituency, however, contributed one dimension to the character of the College, the tension between its divided aims created another. On the one hand, the College was committed to liberal arts education, which differed fundamentally from professional education. Charles Frankel, then President of the National Humanities Center, while discussing the humanities, very precisely defined this distinction: "The humanities are not, except incidentally, the repositories of an art's or profession's techniques for doing things successfully. . . . They are the disciplines that comment on and appraise such activities, that reflect on their meanings and seek to clarify the standards by which they should be judged."⁵⁰ On the other hand, there was the College's commitment to the University as a whole, which was dedicated to providing just such "techniques."

It was the sort of situation that might justifiably have led to schizophrenia, or at least a paralyzing lack of consensus. But it is a tribute to the first dean, Dr. Wilfred S. Lake, 1935–1967, and to the second, Dr. Robert Shepard, 1968–1977, that it did not lead there but rather to a unique effort to synthesize these demands—to give to the practical and specialized some dimension of the general, and to give to the abstract and general some sense of its specialized and utilitarian value—and to develop a College of Liberal Arts as a distinct and autonomous entity.

In the science and social sciences, the problem of divided aims was somewhat less acute than in the humanities. Nevertheless, at least in the early years, there was a degree of seesawing as the College sought to clarify its direction. The first catalog emphasizes practicality in an almost aggressive, if not defensive, fashion: "Studies at Northeastern's College of Arts and Sciences—without sacrificing their liberal values—should prepare the student definitely for a useful career." The second catalog emphasizes general education almost to the exclusion of the practical:

The curricula at Northeastern's College of Liberal Arts has been designed to instruct men in the art of living and to lay down a systematic foundation of knowledge upon which, as graduates, they may continue with more specialized training either by formal graduate study or by independent learning and experience. Liberal as this program is, however, it develops for the students general practical values. In the first

place, each course, whether it be Ancient History or English Composition, is presented as a key to problems actually confronting modern man. . . .

By 1941, however, a synthesis had been arrived at that came to characterize the College: "In providing the means to a liberal education the College of Liberal Arts at Northeastern has had a threefold objective: first the development of intellectual capability; second, development of a well-rounded personality; and third, preparation for a vocation."⁵¹

In the meantime, the name of the College had been changed from Arts and Sciences to Liberal Arts, as if to suggest a continuity of spirit among all the disciplines; a liberal arts honors program had been introduced, which recognized that students within the College deserved credit for their achievements within its own disciplines; and finally the B.A. had been instituted in place of the B.S., which gave a new validity to the general education aspect of the curricula.

Over the next twenty years, the College moved rapidly toward increased independence and self-actualization. Although it retained, and would always retain, the notion of service to other units as a legitimate function, it had also begun to develop departments, majors, and courses that had their own innate liberal arts value. By 1959 Drama, Speech and Music had become a new department, and a Department of Art united courses previously offered as Graphic Arts and History of Art. Three new fields of concentration were also available—biology, history, and modern languages. English courses alone trebled, while Spanish was added to the modern language curricula. At the same time, courses that were only pertinent to business or engineering were either modified to have a wider reference or returned to their college of origin. Surveying, for example, was dropped from the Department of Geology and replaced by more general courses. Even more significant was the recognition that chemistry could have two distinct functions. The components relevant to engineering became part of the Department of Chemical Engineering in that College, and an entirely separate Department of Chemistry was established in Liberal Arts in the 1940s and was promptly accredited by the American Chemical Society's Committee on Professional Training.

Further underscoring the independent identity of the College was the addition of master's degree programs. By 1959 the master's degree was available in seven areas—chemistry, biology, English, history, political science, psychology, and physics. The faculty had also increased, growing from an initial twenty in 1935 to sixty-seven in 1959.⁵² These figures

exclude faculty in the Department of Economics, who were counted as members of the College of Business Administration, and faculty in the departments of Mathematics and Physics, who were retained by the College of Engineering. This anomalous condition, where degrees were awarded in one college but the courses administered by others, remained a vestigial relic of the past and was not corrected until the late 1960s and early 1970s.

During the first twenty years, the College also began to discover the professional dimensions of its own fields and to provide concentrations that would lead to careers apart from engineering and business. By 1959 the Department of English was providing a major in journalism, while students in the basic sciences or social sciences might take special premedical, predoctoral, and prelegal programs. Altogether these activities represented a substantial achievement. Nevertheless, the image of the College still remained relatively faint, and few students came to Northeastern with the express intent of majoring in humanities or social sciences in the College of Liberal Arts.

The problem confronting the new administration in 1959, then, was to assure the continued growth of the College, to give it a new visibility, and, without violating its own aims and traditions, to keep it abreast of the anticipated expansion and improvement of the professional colleges. As far as the sciences were concerned, this was to be no problem at all.

The Development of the Sciences. In his inaugural address, Dr. Knowles had pledged that the University should grow and improve within the limits of its own traditions and within the limits of fiscal responsibility. No area in the University lent itself as well to the fulfillment of these aims as the sciences. As stated above, the historical tendency of the College of Liberal Arts had been to develop scientific fields. Initially the spark had been provided by the needs of engineering. By the end of World War II, however, the increasing nationwide stress on basic science had prompted the College to develop a biology major and an independent Chemistry Department. Now, as a result of Sputnik, the conditions for the expansion of these disciplines were even more favorable. In short, the early 1960s saw a perfect coincidence of an individual institution's ambitions and a national need.

Giving substance to this need was the sudden plethora of grants and loans that were becoming available to higher education institutions for the development of programs and facilities related to these fields. With the encouragement of the administration, chairmen and faculty of the science departments were urged to prepare proposals, or simply submit

ideas, which would add to the status and dimension of their programs and make them eligible for federal funding. As a result, science programs at Northeastern flourished as never before. Direct results of this federal generosity included the expansion of research programs (see Chapter X) and, as a corollary, the expansion of graduate work, particularly at the doctoral level (see Chapter IX). The indirect results were the acquisition of new faculty capable of research and of teaching at both the advanced and the undergraduate level and an upgrading of standards in all the science programs. Between 1960 and 1968 alone, for example, the number of the faculty in the sciences (exclusive of mathematics and physics) rose from fourteen to forty-three, and the percentage of faculty with terminal degrees rose from less than 10 percent to over 50 percent.⁵³

Federal funds also contributed substantially to the expansion of facilities to accommodate both the burgeoning activities and enrollments of these science departments. The Mugar Life Sciences Building, the first totally new construction under the Diamond Anniversary Development Program, Mary Gass Robinson Hall, Hurtig Hall, and Dana Research Center, all contained laboratories for liberal arts sciences use and were the direct beneficiaries of this federal money. But if the predisposition of the College of Liberal Arts to develop the sciences fitted neatly with the needs of the nation, and if the University's commitment to fiscal responsibility was assuaged by federal funding, the College's tradition of service to other units within the University as well as training for a career was also a contributing factor in the expansion.

The addition of the Colleges of Pharmacy (1962), Nursing (1964), Boston-Bouv   (1964), and Criminal Justice (1967), as well as affiliation with Forsyth Dental (1962), and the establishment of programs for students from Massachusetts General and New England Deaconess Schools of Nursing (1960), increased pressure for expanding the basic sciences and for developing new career options. Thus, for example, a totally new department, Natural Sciences (later changed to Earth Science) was introduced in 1961; and a curriculum in Medical Technology on the Cooperative Plan of Education was opened in 1960-61, under the Department of Biology.

The Development of the Social Sciences. While the correlation between national priorities and the traditions of the College of Liberal Arts found its most natural outlet in the growth of the basic sciences, many of the same factors also contributed to the growth of the social sciences. The growing demand for businessmen, health personnel, and educators had given added impetus to the College of Liberal Arts to develop curricula appropriate to these professional fields.

Psychology, sociology, and economics, the social sciences most di-

rectly related to these areas, showed the most immediate gain. Psychology as a pure science—it was offered both as a physical science and social science—had already benefited by the addition of government-funded laboratory space. In fact some of its laboratory facilities developed almost in spite of the University. In 1967, for example, there is an amusing incident about just such a situation. The administration had approved a modest stipend to support the addition of a few monkeys and mice for a growing animal laboratory, only to discover in the course of the year that their tenants required a full-fledged, air-conditioned, environmentally controlled space at considerably more than anticipated cost. It is a sign of the times, however, that the four-legged creatures were not evicted. Rather, the cost was absorbed with no more than some ruffled fur—a solution that could not have prevailed in a less expansive period.

At the same time, psychology as a purely social science also burgeoned, not only providing attractive electives for those enrolled in nursing, pharmacy, education, and criminal justice but also for students who now majored in the subject. These students were confident that their skills would equip them for high-demand careers in personnel work and in counseling, to name only two new positions that opened as education, industry, and business grew. As a result, the faculty of the department more than tripled in ten years from four to fourteen persons, with a doctoral program being established in 1966.⁵⁴

Sociology proved to be still another field that offered programs of particular appeal to students in the new colleges. In addition, increasing student concern over the issue of man's relationship to society—a concern sparked partially by the growing civil rights movement, the war, and crime problems—manifested itself in expanded enrollments in that area, which by its very nature promised to deal constructively with the roots of such issues. By 1968 the faculty here had also catapulted from four to fourteen. A doctoral program added in 1967 opened up new courses at every level, and upper-class enrollment by sociology "majors" jumped from 84 in 1964 to 166 in 1967.⁵⁵ Anthropology courses also expanded considerably—the department became officially Sociology-Anthropology in 1965. And finally, an honors society, Alpha Kappa Delta, was founded in 1964, thus giving a new panache to the field at Northeastern.

It was also during this period that the Department of Economics, previously under the College of Business Administration, switched its allegiance to the College of Liberal Arts. Although the catalyst for this change was a personality conflict between Economics' faculty and the

new dean of Business, that the move could easily and agreeably be effected reveals something of the change that had occurred not only in the College of Liberal Arts but also in the University's perception of that unit.

Initially, economics had been included under Business because that College provided the most reasonable outlet for economic skills. By 1965, however, it had become apparent that economics not only had a wider application but that Liberal Arts had arrived at that stage of its own maturity where it could provide the environment to develop such a range.

The two other social science disciplines that flourished during the early 1960s were history and government. In 1959 a combined curriculum led to the bachelor's degree, and the combined full-time faculty of the two disciplines numbered nine, with five teaching assistants. By 1961 the field had been broken into two distinct departments, each with its own identity and aims. Government was renamed Political Science, in deference to the real substance of the program, with a B.A. being awarded in that field. In 1961 the Department qualified for the institution of the chapter of the national political science honor society, Pi Sigma Alpha. By 1968 the faculty of this single unit numbered nine, with eight teaching assistants and an upper-class-majors enrollment of 174 students.⁵⁶

Simultaneously, the Department of History also expanded. Under the leadership of Dr. Raymond H. Robinson, who had been with the Department since the mid-1950s, course offerings were augmented and faculty increased to fourteen by 1968. An even more significant figure is the growth of upper-class enrollments by majors that went from 90 in 1964—three years after the departments of History and Government were separated—to 149 in 1968.⁵⁷ The Department of History also had a national honor society, Phi Alpha Theta.

The Development of the Humanities. The one uncertain element in the growth of the College of Liberal Arts during this period was the humanities. In 1967 the visiting evaluation team of the New England Association of Schools and Colleges "identified humanities as a weak aspect of academic progress at Northeastern, focusing its concern on the state of the English Department in particular and the emphasis placed on the humanities in general."⁵⁸

The situation was not surprising. If the clues to the expansion of the sciences and social sciences lie in the roots of the College and the demands of society, so also do the clues to the problems of the humanities. As previously noted, these disciplines had from the beginning suffered a certain ambivalence on the part of the Institution. It was relatively easy

to develop sciences and social sciences in such a way that they could combine the principles of a general and professional education. It was relatively simple to place students in science and social science related fields during their cooperative experience and after graduation. And it was relatively uncomplicated to design programs that could be both independent and yet serviceable to other units. It was relatively difficult, however, to accomplish any of these aims for the humanities. One option, of course, would have been to abandon the Cooperative Plan of Education for such fields as English, philosophy, modern languages, and even history (which although listed in the catalog as social science shares many of the aims and assumptions generally associated with the humanities); this would mean giving up the notion that there was any connection between general education and the College's responsibility to provide career-oriented programs. Such an option, however, if it had been contrary to the thinking of Dr. Ell, was even more contrary to the thinking of Dr. Knowles.

Trained in a small liberal arts college and graduated during the Depression, Dr. Knowles was acutely aware of the disadvantages that a classical liberal arts education could have in times of economic crunch. Further, his earlier experiences—with students as a teacher at Northeastern in the 1930s, with veterans as President of the Associated Colleges of Upper New York State in the 1940s, and with urban students as President of the University of Toledo in the 1950s—had made him sensitive to the immediate needs of working class students. As a result, his sympathies were more with the career- and service-oriented aspects of the College than with its general education function.

The conjunction of the College's tradition, then, with the new President's own bias and, further, with his commitment to fiscal responsibility (government grants were only minimally available for the support of the humanities), created an environment, particularly in the early 1960s, that was nowhere near as conducive to the growth of the humanities as it was to the growth of the sciences and social sciences. Nevertheless, the humanities did grow.

Between 1959 and 1968 the full-time humanities faculty trebled from thirty to ninety-three members. Two new departments offering majors—the Department of Philosophy and the Department of Drama and Speech—were formed in 1965. Music was separated into a nonmajor unit, and Journalism became a department in its own right. The largest portion of this growth, however, is more attributable to the general expansion of the entire University and the need of students in sciences, social sciences, and professional colleges for general education than to the attraction of the humanistic disciplines in and for themselves. The mere fact that sev-

enty-three of the full-time faculty members could be accounted for by English and modern languages, both of which offered freshmen service courses, and that the remaining twenty-one members were spread over four other departments—Art, Drama/Speech, Music, and Philosophy—supports this conclusion and gives substance to the New England Association's 1967 contention that Northeastern "did not emphasize the humanities."⁵⁹

In fact, the Association's criticism of the Department of English suggests the degree of the problem. There is, it asserted, "too little genuine choice in the field of humanistic electives, a tendency to treat the humanities as 'congeries of the service department,' a general tendency to over-large classes, a dependence on a single text book."⁶⁰ If this judgment is harsh, it is not necessarily unjust, and the next eight years were to see a concerted effort to improve these areas as well as to enhance the ways in which all of the liberal arts programs were taught, both as service dimensions of professional education and as the primary focus of education itself.

Between 1959 and 1967, Northeastern's College of Liberal Arts had made substantial strides forward. A significant testimony of its achievement was the granting of a charter in 1963 for the national honor society Phi Kappa Phi. Nevertheless, it still had a ways to go, and between 1968 and 1975 the College was to experience some of the most severe pressures in its history. The response to these pressures, however, which came both from within and without, finally was to bring the College to its full maturity. The period began with the appointment of a new Dean, Dr. Robert Shepard, who replaced the retiring Dr. Wilfred S. Lake. Dr. Shepard, who had received his doctorate in organic chemistry from Yale University, had been with Northeastern's Department of Chemistry since 1950, serving as its Chairman since 1958. He was highly esteemed by his colleagues, and the new era opened on a note of optimism and affluence.

By 1968 the College of Liberal Arts had reached a record enrollment of 3,671 students as opposed to 1,017 in 1959. By 1970 an enrollment of 4,068 students had broken this record, making Liberal Arts the largest undergraduate day school in the University.⁶¹ Despite the above-mentioned criticism of the humanities, this expansion had benefited all areas of the College. Course offerings had almost automatically increased to accommodate increased enrollment, and faculty size and status had grown in relation to needs and increased graduate and research opportunities. Standards had risen as the enlarged pool of applications made greater selectivity possible. And, finally, the continued generosity of the govern-

ment as well as private business and industry had allowed for new facilities.

Under Dr. Shepard these trends continued between 1968 and 1970. In the sciences, chemistry flourished with the addition of new chemistry laboratory space made possible by the opening of the Edward L. Hurtig Building in 1968, while marine science studies achieved new dimensions with the addition of the Edwards Marine Science Institute in Nahant (see Chapter XX). In the social sciences, upper-class enrollment by major fields of study in psychology, sociology, and political science, for example, reached 385, 402, and 418, respectively, by 1970.⁶² The increased status of the entire area was further underscored by the institution of a Center for Applied Social Research, founded to coordinate social science research, to provide project direction and coordination, and to increase external funding for research.

In the humanities, efforts to counter the criticism of the Association, combined with expansion, were most clearly manifest in the growing number of new course offerings. Within two years English had added nine courses, exclusive of freshman English. But probably the most dramatic of these additions occurred in the Modern Language Department, which in 1969–70 provided not only the staples—French, German, and Spanish—but Russian, Italian, Japanese, and Swahili as well. Although these latter two proved short-lived, being phased out in 1970–71, they did, nevertheless, represent a willingness of the departments to be innovative and to accommodate themselves to the demands of a burgeoning student body.

While expansion continued to be a major factor in shaping the character of the College during the last years of the decade, a new element was also beginning to surface—an element that was to have far-reaching effects on the shape of liberal arts at Northeastern.

The first rumbles of this new influence had begun to be felt as early as 1964. The passage of the Civil Rights Act, the escalation of the war in Southeast Asia, and the growth of crime in the streets at home had already begun to shift the national attention away from science as the panacea for all ills to the social sciences as more relevant—at least to some problems. This shift had been manifest at the University in the institution of its first law and justice courses in the early 1960s, in the growing strength of the social sciences in the mid-1960s, and, most important, in the development of a new constituency in the late 1960s.

This new constituency, which was characterized by its concern for the social and political implications of what was being studied as much as by the career potential of the work, was, of course, not a Northeastern phenomenon. In fact, as a predominantly professional institution, North-

eastern was probably far less affected than most other major universities by this group. However, it did exert an important influence, particularly on the liberal arts. This is not surprising, as it is the faith of these disciplines that "the unexamined life is not worth living," and it is the mode of these disciplines to question and to explore.

At Northeastern this new constituency was to be responsible for much of the move toward participatory democracy that came to characterize the College's decision-making processes in the late 1960s and early 1970s. It was also responsible for making course content "more relevant" and for shifting a number of majors away from the basic sciences and into social sciences.

During the first thirty years of its existence, the College of Liberal Arts had been under the deanship of Dr. Wilfred S. Lake. Dr. Lake was a member of the old school, who associated the position of the dean with final responsibility for all curricula and with the implementation of structures that experience had taught him would be best for the College and for students as a whole. Perhaps the best example to express the degree of centralized authority that existed during his administration is an image painted by one faculty member: "There he was, late into the night, exhausted, but committed to making out each individual student's schedule in conformity with what he thought would be best for each particular student."

Whether such a tale is apocryphal or not, it was not an image for the 1960s. According to the new constituency, such an approach was far too authoritarian and contrary both to democratic principles and the right of students to take responsibility for their own lives. (Paradoxically, when later in the decade others lower in the hierarchy assumed these duties, there was little protest.) That no confrontation, however, occurred between the old and the new was partially due to the patient and gentlemanly character of Dr. Lake, who allowed for the planning of new structures under his administration, and partially due to the coincidence of his retirement in 1967 with the cresting of a passion for change.

Under the new Dean, Dr. Robert Shepard, reorganizational plans were implemented. A college curriculum committee was set up, and a student advisory board was instituted. Both moves gave fresh input into the academic decision-making process. As a result, a system of preregistration was established to give the student more opportunities for choice, departmental guidelines for a major were relaxed, and the pass-fail option, approved for the entire University, was instituted as part of Liberal Arts.

The effect of the new constituency on course relevancy was equally profound. It was during this period that the first black studies' courses

were introduced into the curricula, including Afro-American History, the Black Artist in Music, and Afro-American Literature. The new interest in urban affairs showed itself particularly in a raft of new offerings in the Economics Department—Urban Economic Problems and Policies, Poverty and Discrimination, Manpower and Anti-Poverty Policy Programs. Increased concern for social change and interest in the genesis of social relationships prompted the introduction of courses in the Political Science Department (Politics of Revolution and Change), in the Sociology Department (The Family in Evolutionary Perspective), and in the Economics Department (Social Control of Economic Actions).

Perhaps the most dramatic example of the students' concern with relevancy and their willingness to take responsibility for their own studies was manifest in 1970 in the establishment of a course analyzing American racism. Taught by members of a white student group—the University Committee Against Racism—it had as its aim simply to sensitize the white student to the implications of their attitudes. Meeting four times a week for a quarter, taught by students, and maintained at a level that made it eligible for credit, this singular course was a testament to the commitment of the Northeastern students who designed the course, the good faith of the faculty who voted to approve it, and the wisdom of the administrators in the College of Liberal Arts who encouraged the students in their pursuits.

In addition to the effect of continued expansion and changing social and political mores, a third major influence on the shape of the College during this period was the sudden sharp attrition in enrollment and funding. This reduction followed in the wake of a general economic slowdown, across-the-board cuts to education from the federal coffers, and a change in the draft laws.

In 1970 the total enrollment in the College of Liberal Arts was 4,067; by 1975 it was approximately 2,600.⁶³ While there can be no minimizing the traumatic effect such an attrition had, it was not without some redeeming features. For a decade the major issue confronting the College had been simply to keep pace with accelerating demands. Now, almost overnight, these demands had changed. If, on the one hand, this meant a tightening of the belt—and there is no question that it did—it also meant that for the first time in ten years the College had the chance to sit back and reassess its priorities.

Significantly, it was during this period of "contemplation" that many of the original goals—almost lost in the frantic atmosphere of the 1960s—were to be reaffirmed. Among these goals was a recommitment to the needs of working class students and to the career dimensions of general

education. Paradoxically, it was also during this period that the College was able to achieve—particularly in the humanities—a new level of excellence simply by the process of winnowing and refining activities that had proved elusive during the more expansive days of the 1960s. For example, it was between 1970 and 1975 that the College began to develop several programs—remedial mathematics and English, English for international students and writing workshops—that were designed to help that “first generation college student” who had made up its original constituency.

It was also between 1970 and 1975 that the College, faced with a nationwide decline in employment but committed by tradition to helping its students find a role in the marketplace, began to explore new and innovative ways to find cooperative placement opportunities in all disciplines. The College also began to design programs that would assure even greater access to jobs after graduation. Thus, although there was a sharp decline in the need for engineers, industrial scientists, and college teachers and a corollary decline in departments feeding those fields, there was a rise in other areas. Between 1970 and 1973, for example, English upper-class enrollments dropped from 316 to 130, although Journalism upper-class enrollments rose from 147 in 1970 to 208 in 1973. During the same period, Chemistry dropped from 100 to 71, Mathematics from 247 to 173, and Physics from 79 to 55. Significantly it was 1970–71 that the two latter departments also changed allegiance from the College of Engineering to Liberal Arts, a change that definitively recognized at last that these two fields had a pure science function apart from their applied science engineering role, and that the College of Liberal Arts had an identity conducive to their best development. During this period, the upper-class enrollment in modern languages, as a major field of study, also dropped from a high of 93 in 1970 to 61 in 1973.⁶⁴ An even greater attrition was felt in freshman elementary courses. While at the upper level this change can be largely attributed to the shrunken market for teaching jobs, at the lower levels the reduction came about largely in response to the earlier clamor for “relevance,” which, coupled with the job anxieties of the 1970s, brought about a reinstitution of the Bachelor of Science degree. This degree, by nature more specialized and semiprofessional, generally had no foreign language requirement, except in the biology and chemistry programs, where foreign language competence was considered an important tool of the science. By 1972 it had become an option in almost all departments.

But while the decline in the aforementioned areas was severe, it was to some extent offset by a growing interest in the health, ecology, and human services fields. Chemistry somewhat stemmed the tide of its attrition by the introduction of four biochemistry courses appropriate for

students interested in some branch of the medical profession. Geology (Earth Science), with its focus on earth resources, became a major in its own right, enrolling forty students in 1973. Biology experienced a sudden leap forward, going from 360 upper-class enrollment in that major field of study in 1970 to 416 in 1973.⁶⁵

One of the most important "professional" innovations during this period was the introduction of an interdisciplinary, intercollegiate Human Services program in 1974. As mentioned in the previous section on the College of Education, this preprofessional program was designed for those interested in careers in human services. It gave students a broad, comprehensive view of society and the variety of ways in which individuals could contribute to meeting those needs. Prerequisite courses in psychology and sociology and core courses in the same areas helped offset upper-class enrollment decline of "majors" in these programs, while students in these areas were directed into new professional fields. Co-operative placement included hospitals, prisons, and public and private social work institutions.

Finally, confronted with the need to attract as well as to accommodate students, the 1970s were to be earmarked by innovation in several areas and paradoxically by improvement in these areas. The sudden glut of Ph.D.s on the market, particularly in the humanities, allowed for greater selectivity of faculty. The departments were able to make significant improvements in levels of teaching and research. Thus, for example, between 1967, the time of the New England Association of Schools and Colleges report criticizing the Department of English, and 1977-78, the time of the next report, the percentage of doctorates on that department faculty alone increased from 30 to 73 percent, a sizable increase.⁶⁶ The English Department also benefited from the drop in enrollment in that courses such as Freshman English, which had been overcrowded by virtue of circumstances, were now able to stabilize at a much more manageable class size. In addition, course offerings frequently became more imaginative and diverse, as departments vied with each other for the general student. Philosophy, for example, added a course in Vonnegut as Philosopher, another in Myth and Dreams as Religious Experience, and still another in Mysticism, East and West. English offered half again as many courses as were available in 1967, including Science Fiction, Images of Women in Literature, Literature of the Absurd, and African Literature.

The drop in the frantic pace of the 1960s also allowed more time for the development of those amenities that were to give added prestige to

the College as a whole. In 1972 a *Studies in American Fiction* journal was instituted at Northeastern, and in 1974 an art gallery was opened in the Student Center.

It was also during this period that the College consolidated many of the unaccredited programs previously offered by the Afro-American Institute with programs provided in other departments to form a totally new interdisciplinary department of Afro-American Studies in 1973 (later changed to African American Studies). Although in comparison with other major universities Northeastern was late in introducing such a department, its courses had the advantage of having already been tested, and many of the fad offerings that had characterized similar programs elsewhere were thereby avoided. The thrust of this new area of concentration, which led to the B.A., was not only to examine the cultural heritage and social problems pertinent to Americans of African descent but also to help prepare these students for rewarding careers by supplementing their traditional courses with those designed specifically for career development. To this extent, the program was very much within the tradition of Northeastern and of the older black colleges, many of which had looked with a bit of circumspection at programs in other universities that in their haste to climb on the Black Studies bandwagon had overlooked the career needs of their constituency.

Still another example of innovation was the introduction of the interdisciplinary Independent Major in 1973. This program was tailored to accommodate those students who wished to explore a variety of courses and who were seeking a career in areas that had no established undergraduate preprofessional programs. As such, it proved highly successful, attracting over a dozen students in the first year alone even though the principal burden for developing such an independent major was the individual student's responsibility.

By 1975 the College of Liberal Arts was providing twenty different majors, a 300 percent increase over 1959. Full-time faculty had expanded from 60 to approximately 225, over 70 percent of whom held the doctorate degree. These numbers, however, were even less significant than the changes that had occurred in the quality of the education itself.⁶⁷

In the early part of the decade the sciences and social sciences, capitalizing on the national situation, had expanded to accommodate students in professional fields other than engineering. As a consequence, they had developed a stature and reputation in their own right. In the late 1960s

and early 1970s, under the direction of Dr. Shepard, himself a humanist-chemist, concerted efforts to keep the humanities apace of these other disciplines resulted in the founding of new degree-granting departments and the general overall improvement of the humanities.

Without ever relinquishing its commitment to general education, the College had also remained staunchly committed to the goals of service and professional education. Cooperative education had provided one way to bridge the gap, and the imaginative pursuit of new areas of study had provided still another. In a university singularly market-oriented, the College of Liberal Arts had clearly demonstrated by 1975 it could hold its own without compromise. In fact, the statement of its aims as expressed in the College catalog that year might well be taken—with the substitution of the word “college” for “person”—as the paradigm of its own history: “The mature person [college] is aware of significant phenomena of the world and has the ability to cope with them effectively and creatively.”⁶⁸

Dr. Knowles's philosophy of higher education was pragmatic. His administration encouraged the four basic Colleges and Lincoln to develop their offerings in keeping with the demands of the marketplace. During this period those demands were for quality education at all levels. Accreditation by recognized agencies and affiliation with national honor societies and professional organizations were hallmarks of such quality, and, consequently, the administration pushed the Colleges to achieve these marks of distinction.

The decade of the 1960s was a burgeoning market, and Dr. Knowles fostered programs and structures that would allow the University to expand. The Colleges became considerably more independent with greater control over their faculties, programs, and organization. In the late 1960s and early 1970s, the same pragmatism allowed the administration to acquiesce to student demands for a greater say in their own education. At the same time, however, the administration retained firm control over any actions that were important to the effectiveness of the University as a whole. Thus in the early 1960s it gave priority to those high demand programs such as science and related professions that brought a high return both in terms of student interest and federal sponsorship. In the latter part of the decade, and for the same reasons, it accorded similar emphasis to social sciences, health, and law and justice. Throughout, Dr. Knowles encouraged the Cooperative Plan of Education and the design of programs leading to marketable skills; hence students were enabled to afford their present and plan for their economic future.

As a consequence of all these moves, Northeastern at the end of the

period was considerably larger than it had been in 1959 but still financially stable. It had, in fact, survived "the best of times and the worst of times" and emerged in 1975 as a major purveyor of private education in this country.

IX

Graduate Education

THE TWO PREVIOUS CHAPTERS HAVE EXAMINED THE DEVELOPMENT OF undergraduate education at Northeastern during the 1960s and early 1970s, treating it as the response to expanding enrollments, available monies, increasing interest in particular professional fields, and, most of all, as a quest for full accreditation in all areas. Yet to a large extent, much of this response would not have been possible had it not been accompanied by a parallel growth in graduate education. Indeed, as has been indicated in earlier chapters, much of the development of Northeastern's faculty and of its programs at the undergraduate level was the direct result of expansion at the graduate level during the same period.

1

For the first sixty years of its history, Northeastern had been primarily an undergraduate teaching institution. It saw as its major purpose the preparation of working-class students to assume meaningful positions in the middle-level ranks of the professional market. Although as early as 1940 graduate-level programs leading to the master's degree had been introduced in the form of teaching fellowships in the departments of

Chemistry and Physics, they were instituted as much to satisfy the need for junior faculty in times of economic depression as to promote an active graduate curriculum. During World War II, a drop in enrollments caused the fellowships to be temporarily suspended, but directly after the war they were reinstated and expanded with a Master of Science degree added in Biology in 1947. The reason for these later programs, however, was still conditioned as much by undergraduate as graduate considerations—teaching fellows provided a staff to serve a vastly swollen basic college enrollment.

In the postwar years another factor that would also influence the development of Northeastern's graduate programs began to emerge. This was the growing need in business and industry for persons with highly specialized skills. In the fall of 1948, then, in response to external demand, the Evening Division of the College of Engineering began to offer six master's, albeit nondegree, courses to its part-time students. Two years later the same unit, and for the same reason, instituted three more programs but now leading to the Master of Science degree. These programs were in Civil Engineering (Structures major) and in Electrical and Mechanical Engineering. Thus, by 1950 the University had begun to accept, although somewhat tentatively, the notion that graduate study might be necessary not only to fulfill its own internal needs but also to fulfill its commitment to the community at large.

Between 1951 and 1959 graduate education at Northeastern expanded steadily. In these eight years the following degrees were added: a Master of Business Administration in the School of Business Administration in 1951; a Master of Science in Civil Engineering (Sanitary major) in 1952; and a Master of Science in Mathematics-Physics in 1952 (dropped in 1959). In 1953, concurrent with the founding of the College of Education, a Master of Education was instituted. Between 1956 and 1958 four more Master of Science programs, one in the evening and three in the day on the Cooperative Plan of Education, were also added in Engineering. And in 1959 the Master of Arts became available in English, History, Political Science, and Psychology. Underscoring this development was the establishment of a Graduate School in 1958 with Dr. Arthur A. Vernon, previously Chairman of the Chemistry Department, appointed Dean. That same year construction began on a building to house graduate offices. By 1959 when the new Center was completed, graduate enrollment had swelled from the mere handful of students served in 1940 to almost 3,000, mostly part-time, students.¹

Yet in spite of the depth of commitment these facts would seem to indicate, they are in a way misleading. As an undergraduate teaching in-

stitution, Northeastern had initially looked on graduate education—traditionally associated with training university professors and scholars—as tangential to its main purpose. The war had altered this perception: advanced work had become almost a necessity to satisfy what Nathan Pusey, in his study *American Higher Education 1945–1970*, has called “the seemingly insatiable needs of the new industrial, technological, managerial society, which had grown enormously during the war years, for more and more specialists of many kinds.” Yet although Northeastern’s postwar programs indicated that it responded to this perception, it is significant that the greatest concentration of its graduate students were in the Evening Divisions of Engineering and Business, that the highest degree offered was the master’s, and that course content appeared to be dictated as much by the immediate needs of business and industry as by a coherent graduate education policy. Dr. Philip Crotty, commenting on the M.B.A. program in the early 1950s, describes the situation: “The faculty was largely part-time; admission standards were so general as to be almost undefined; there was heavy reliance on the business community’s preferences in determining course content which led to an extremely practical orientation.”²

Although Dr. Crotty’s remarks were addressed specifically to the business curriculum, his perceptions might be seen as applicable across the board. In 1959 the questions of what priority graduate education should assume and what relationship it could and should have to undergraduate education were still largely unresolved. One of the major challenges confronting the new administration would be their resolution.

2

By 1959 the University had arrived at a crucial point in the development of its graduate programs. A letter from Dr. White to the Division of Higher Education, Department of Health, Education and Welfare on December 16, 1958, indicates that even before the new administration took office the University was considering dramatic changes: “The University has been contemplating the development of doctoral programs in certain areas where it has appropriate staff and facilities.”³

Contributing to the sense that change was in order were events on the national scene. Between 1950 and 1960 graduate enrollment in higher education institutions in the United States had jumped from 237,308 to 341,820, and further expansion was imminent. (By 1970 the number would reach 900,032.)⁴ As mentioned earlier, the 1957 launching of Sputnik had triggered fresh demands for more highly trained specialists, particularly in engineering and high technology fields—the pressure to keep pace

academically was increasing daily. It was a pressure that was further reinforced by economic incentives. In 1958 the federal legislature passed the National Defense Act, which under Title II made available for the first time large sums of money for education of graduate students in high demand areas. At the same time government agencies (for example, the National Science Foundation, the Atomic Energy Commission, and the National Aeronautics and Space Agency) and private foundations, under provisions of their own bylaws, were beginning to accord substantial funds for the support of graduate programs and for the construction of facilities that would house these programs. In addition, and of particular interest to Northeastern, was the continuing expansion of the Boston circumferential highway Route 128 area. By 1960 this area could boast one of the nation's highest concentrations of engineering and technology firms. These firms, of course, had a constant need for trained personnel and looked to the local institutions to satisfy their demands. Nevertheless, although Dr. Knowles was acutely aware of all these conditions, he was also aware that they could not and should not be the only factors determining Northeastern's internal policies.

During his period of orientation, the President-Elect had carefully sounded out the attitudes of the faculty and Trustees on graduate work. He had discovered that it was the concensus of the faculty, especially those in the physical and social sciences, that the University must take decisive steps if it were to keep pace with the increasing needs for specialists and with its peers in high education. On the other hand, he had also discovered that it was the concensus of members of the Board of Trustees and the Corporation, many of whom dated their membership back to the 1930s when Northeastern had been exclusively an undergraduate Institution, that the University should exercise caution before plunging into areas that might deflect funds and interests from the Institution's undergraduate teaching role. It was Dr. Knowles's feeling, then, that whatever policy was finally arrived at must, in the best interests of the University, reflect both these attitudes, and he did not move precipitously. Neither his inaugural address nor his first address to the Corporation in 1959 suggests any prior judgment of what he thought Northeastern should do. What he did do, however, was set in motion certain structures to examine the problem.

As early as January 6, 1959, departmental committees had been appointed to study the present and potential ability of Northeastern University to undertake programs leading to the doctoral degree in the fields of chemistry, electrical engineering, economics, education, physics, and psychology. The reason for the choice of these fields is not difficult to

fathom. They were traditionally among Northeastern's strongest departments. They were areas with master's programs, and, perhaps most significantly, they were areas that had been involved in outside contracts—an important consideration for an institution contemplating doctoral programs. (See Chapter X.) When Dr. Knowles took office in July 1959, he continued these committees and enjoined members to give particular consideration to the effect such programs would have on undergraduate studies, to their need in the community, and to the costs that would be involved. He also appointed an overall Advisory Committee on Graduate School Policy to determine "broad policies governing the conduct of graduate work."⁵ Even before the findings of these groups could be presented to the Board of Trustees, however, other steps were taken.

By the spring of 1960, it had been determined that the departments most prepared to launch Northeastern into advanced graduate studies were Physics, Electrical Engineering, and Chemistry. Dr. Knowles thus authorized these departments to hire top-level, research-oriented faculty who might help in the development of such programs. At the same time he sent letters to outside experts in these areas inviting them to come to Northeastern for the day to study the recommendations of the departments and to express opinions on their sources. A letter from Dr. Knowles to Professor Lockhart B. Rogers, Department of Chemistry, Massachusetts Institute of Technology, is paradigmatic of what was requested: "Before presenting the recommendations of the department to our Trustees for their consideration, I would like to have unbiased opinions from three distinguished teachers of chemistry from outside the University as to the adequacy of the projected doctoral program."⁶ Although unusual, this process was to be followed almost without exception in the establishment of all of Northeastern's high-level graduate programs.

Only when all of this information was gathered did the administration finally make clear its policy on the expansion of graduate education. The policy was expressed in a "Proposal to the Board of Trustees for Authorization of Doctoral Programs in Chemistry, Electrical Engineering, and Physics." Prepared by the Office of the Provost, November 1, 1960, the proposal was presented to the Board on December 1, 1960. Although the proposal referred to specific programs at the doctoral level, it was to prove relevant to all graduate work. In brief, what it showed was that the new administration would support graduate education to the extent that it fulfilled the following criteria:

1. *Answered a demonstrable need in the community.*

Both the federal government through the National Defense Education Act of 1958 and leading national educational organizations are

urging institutions, which have the necessary resources, to extend their present doctoral programs and to establish new ones. There is a real urgency about increasing the opportunities in this area of education.

2. Enhanced undergraduate education.

In order further to enhance the quality of its undergraduate instruction, the University must continue to attract additional truly distinguished faculty members. They cannot be recruited unless the overall program of the University includes doctoral work. It is vitally important that the University update and modernize its undergraduate curricula in science and engineering. The interaction between graduate work and undergraduate programs is helpful in accomplishing this.

3. Was fiscally justifiable.

Doctoral programs will not pay their own way as do most of the undergraduate curricula offered by Northeastern University. The additional expense involved, however, will be more than offset by the increase in prestige, in ability to attract the ablest faculty members, and in capacity to carry on significant basic research.

The argument went on to state: "In view of high level additions to the staff during the past two years, we already have the necessary faculty and their salaries will have to be paid whether we offer doctoral work or not."⁷

There is something delightfully circular about this last statement—these faculty had been recruited on the grounds that Northeastern would provide graduate programs, and now their presence was being used to justify that provision. Nevertheless, and more important, the argument sounded a cautionary note of practicality that would characterize all proposals for graduate programs in the next decade and a half—that is, lofty motives were well and good, but they must expect to be tempered by down-to-earth considerations.

That the Board of Trustees was satisfied with Dr. Knowles's approach was evidenced by their unanimous vote of approval for doctoral programs to be begun in chemistry, physics, and electrical engineering. Thus, on December 1, 1960, Northeastern launched a new era—an era of explicit commitment to graduate as well as undergraduate education.

3

In the course of the next fifteen years, Northeastern was to introduce fourteen new programs on the doctoral level, a variety of programs intermediate between the doctoral and master's level, and a host of new master of arts and master of science programs. In addition, three graduate-

level professional schools were added, and total graduate enrollment went from approximately 3,000 in 1959 to 6,000 in 1975.⁸ More significant than mere numbers, however, was the across-the-board enhancement of all graduate education at every level.

In 1959 four graduate schools existed: the Graduate Schools of Arts and Sciences, Engineering, Business Administration, and Education. Although the organization of the Graduate School in 1958 served to administratively coordinate these programs, it was not until after 1960, when the new administration's policy became clear, that any concerted effort was made to effect substantive changes in program content itself. Where previous programs had existed, they were upgraded; where new ones were initiated, they were subject to the same rigorous qualification standards that pertained to the development of the first doctoral programs. A brief glance at the development of these four schools over the next several years substantiates this claim.

Graduate School of Arts and Sciences

When the third administration decided to give its full support to graduate education according to the criteria presented to the Board of Trustees in December 1960, one of the first beneficiaries of the new policy was the Graduate School of Arts and Sciences. The genesis of this School's program lay, of course, in Northeastern's College of Liberal Arts, which because of its own peculiar history (see Chapter VIII) tended to be particularly strong in the sciences. The University, then, capitalizing on this strength, which perfectly corresponded with the nation's needs, initially encouraged the science dimension of the Graduate School of Arts and Sciences. Thus in 1961 the School was authorized to grant the doctoral degree in Chemistry and Physics. In 1962 a master's program in Mathematics was initiated, in 1964 a Master of Science in Health Science under the Department of Biology was introduced, and in 1965 a doctorate in Mathematics became available. Finally, in 1967 the Department of Biology, prompted by the expansion of its marine science program (see Chapter XX), added the School's fourth doctoral program in a science field, the Doctor of Philosophy in Biology.

Paradoxically, of course, only the programs in Chemistry and Biology were actually developed by Arts and Sciences; graduate programs in Mathematics and Physics, like their undergraduate counterparts, were still administered by the College of Engineering, although because degrees were granted by Arts and Sciences, they were considered technically part of that unit (see Chapter VIII). In any case, in the early years of the decade, science and technology unquestionably occupied the forefront of national

attention and the forefront of the University's interest in graduate work, and during these years science unquestionably dominated the Graduate School of Arts and Sciences. During the same time, however, other interests, although not as immediately influential, were also coming into play and would finally exert a very strong effect on the overall shape of the School.

Since World War II the United States had experienced a period of increasing affluence, urbanization, and growth in business, technology, and industry. By the late 1950s and early 1960s these economic and social changes were giving rise to new questions of social and economic import. On the national front the growing civil rights movement and the spate of early 1960s legislation, such as Medicaid, Medicare, the Economic Opportunity Act, even the vision of the Great Society itself, can be seen as manifestations of a new awareness. At Northeastern the effect of this awareness was to create a context favorable to the development of certain social science programs, such as sociology, psychology, and economics, all of which might be expected to train persons for responsible roles in changing economic and social structures. These areas, then, became the second focus of the Graduate School's expansion.

Again, the University's own particular history favored the development of these disciplines. As a service unit to the College of Business Administration, the College of Liberal Arts had developed relatively strong departments in sociology, psychology, and economics, all of which were seen as pertinent to business majors. (As noted in Chapter VIII, the Department of Economics bore the same relationship to the College of Business Administration that Physics and Mathematics bore to the College of Engineering—faculty and budget were administratively related to one college, degrees were offered through another.) The fact of this strength, coupled with the increasing availability of funds, particularly through research grants and contracts (see Chapter X) and a growing national need for the skills of the sociologist, psychologist, and economist, prompted the Graduate School of Arts and Sciences to establish new graduate programs in these areas.

Thus in 1963 the Department of Sociology made available a Master of Arts program in Sociology-Anthropology. In 1967 a Doctor of Philosophy in Sociology was approved, and in 1969 a second Master of Arts in Sociology was added. In 1965 the Department of Economics, still under administrative control of the College of Business Administration, began to offer a Master of Arts in that area (with concentrations offered in manpower and urban planning). The following year the undergraduate programs moved into the College of Liberal Arts, and the graduate programs came under

the Graduate School of Arts and Sciences. In 1968 a Master of Public Administration—an area of particular interest in an urban-based society—was added. Finally, in 1973 a Doctor of Philosophy in Economics was initiated. In the meantime, the Department of Psychology, which had offered the Master of Arts since 1959, expanded to include a doctoral program, enrolling its first students at this level in the fall of 1966. It was also during this period that the science departments of Biology and Chemistry, in deference to a growing national interest in the health sciences, which were also social science concerns added master's-level programs in these areas. In 1964 the Department of Biology had introduced the Master of Science in Health Science, and in 1973 the Department of Chemistry added a Master of Science in Clinical Chemistry.

By 1975, then, Northeastern's Graduate School of Arts and Sciences had developed substantial programs in both the physical sciences and certain areas of the social sciences. These were the programs that most clearly fulfilled the criteria, established in 1960, that graduate work must satisfy a national need and be fiscally justifiable. To say that these programs dominated the School is not to say that other areas of the social sciences—for example, history and political science—and of the humanities were totally ignored; it is to recognize, however, that these latter areas did not receive anywhere near the high priority accorded to some of the other disciplines. Nor are the reasons obscure.

One of the major problems facing the undergraduate College of Liberal Arts, from which the graduate programs had grown, had been to effect a synthesis between the very professional aims of the University and the general education aims of Liberal Arts disciplines. While this synthesis was achieved with a fair amount of ease in terms of the basic sciences and certain of the social sciences, it was more difficult to resolve for history, political science, and the humanities. At the undergraduate level, the problem had not proved insurmountable. Although cooperative jobs might not reflect specific majors in music, art, literature, or history, many professions actually preferred the broadly educated person. It was felt that these students, having learned to think and reflect, could be trained to specific skills on the job. Graduate education, however, implied specialization. In brief, few organizations required an in-house historian, political scientist, or expert in Milton. In general, such experts must either find their home in universities as teachers or become professional musicians, artists, or government consultants.

Thus the Graduate School of Arts and Sciences faced a dilemma.

Should it, indeed could it afford to, develop doctoral-level programs in areas that provided limited opportunities and/or suggested the need for highly specialized training at institutions long steeped in the tradition of such training? Northeastern's roots had given it advantages in business and engineering and, as a corollary, advantages in sciences and certain social sciences, but it had no such advantages in art, history, music, or English.

Undoubtedly, some of the faculty in these areas, confronted by the dizzying upward spiral of graduate and research opportunities that their peers were enjoying, felt that funds should be diverted their way. However, most recognized, if somewhat reluctantly, that doctoral programs would require a very large investment in terms of library resources as well as new faculty and that such investment in the humanities was not practical for Northeastern, at least at this time. The graduate policy expressed to the Board of Trustees in 1960, as well as the tradition of the Institution, which implicitly, if not explicitly, had pledged itself to prepare students to be truly competitive in the marketplace, underscored this recognition. The practical truth was that the world of the late 1960s and early 1970s did not place a high premium on the humanities or even history and political science and would not support them. That one Northeastern corporation member, Julius Santis, was willing to give the University a substantial gift toward an arts center if matching funds from either the government or private foundations could be found—they could not—makes its own point. One might not like this situation or even approve it, but from its inception Northeastern had been nothing if not openly pragmatic.

Thus it was that, even in the expansive years of the 1960s, the Graduate School of Arts and Sciences did not give its own top priority to developing new graduate-degree programs, particularly doctoral-degree programs, in areas that society itself did not accord top priority. What it did do, however, was to encourage the expansion of those graduate programs that were already offering the master's degree. Thus in the period between 1959 and 1975 the graduate curricula of History, Political Science, and English, all of which had provided the Master of Arts since 1959, grew exponentially. Even more significant was the increase in faculty with terminal degrees in these areas. In English the full-time faculty grew from thirty members in 1966–67, 30 percent of whom held the doctorate, to thirty-seven in 1977–78, 73 percent of whom held the doctorate. During the same time span, full-time political science faculty went from nine to fifteen, while in History the total number increased by only one, from twelve to thirteen

members, but the proportion with doctorates went from 50 to 92 percent.⁹ (Although the 1975 figures might be more appropriate here, in deference to accuracy and because the important point here is trends rather than numbers, the 1978 figures that are included in Northeastern's ten-year self-study report have been given.)

Altogether, then, the years between 1959 and 1975 were ones of considerable growth for the Graduate School of Arts and Sciences. Total enrollment went from 504 to 1,140;¹⁰ master's degree programs increased from six to thirteen, and doctoral programs grew from zero to seven. While most of this growth occurred in the science and social science areas, an across-the-board enhancement of faculty and of programs paved the way for development in still other areas in the next decade.

The Graduate School of Engineering

The development of the Graduate School of Engineering between 1959 and 1975 closely paralleled that of the Graduate School of Arts and Sciences. Certainly the grounds for expansion—national need for highly trained scientists and technologists and the availability of funds to support that need—were equally pertinent to both schools. Nevertheless, the basic problem confronting the Graduate School of Engineering was somewhat different from that confronting the Graduate School of Arts and Sciences. For the latter the major issue was one of choosing priorities—the sciences over the arts—for Engineering the major issue was reorienting curricula to meet new demands.

As stated earlier in this chapter, the initial impetus to develop graduate work in Engineering had been the external demand of postwar business and industry for more specialists. In the mid-1940s the engineering societies of New England had articulated this need, and in 1948 the College of Engineering, Evening Division, had responded by establishing its six nondegree, graduate-level programs. Two years later, prompted by the success of these offerings, the Division had instituted three other, but now degree-granting, programs: the Master of Science in Civil Engineering, the Master of Science in Electrical Engineering, and the Master of Science in Mechanical Engineering. During the 1950s the Evening Division added a fourth and fifth Master of Science program: Civil Engineering (Sanitary major) in 1952 and Engineering Management in 1957. In the meantime, the Day Division had also introduced its first advanced course leading to a Master of Science, Electrical Engineering in 1956, and in 1958 two other similar programs were added, one in Civil, the other in Mechanical Engineering. Despite the fact that these day programs were conducted for regular college students on the Cooperative Plan of Education, the major

emphasis in all of advanced engineering programs during the period 1945–1959 had been on updating skills and training or retraining persons for specific jobs in area firms. As a consequence, the student body tended to be older employed men who were more concerned with upward mobility in their immediate fields than with a theoretical grasp of engineering principles.

Between 1960 and 1975 this emphasis was to be changed. Encouraged by the administration to respond to national as well as local needs for highly skilled specialists, the School set about to adapt its programs away from the predominantly practical bias that they had developed during the 1950s and toward a more theoretical, analytical approach that would equip the students not simply for specific jobs but for a wide range of career opportunities. The shift in policy was initiated under Dean Emil A. Gramstorff, who had directed the graduate engineering programs from their inception. The implementation, however, largely fell to Dean George W. Hankinson, who took over direction of Graduate Engineering after Dr. Gramstorff's retirement in 1962. A note in the *Northeastern University Graduate School 1961–1962 Catalog* describing Electrical Engineering indicates the problem and the solution: "The present trend in the field of electrical engineering is toward a greater emphasis on physico-mathematical techniques. Hence, the electrical curricula of the contemporary graduate schools are emphasizing the analytical approach to electrical engineering problems rather than the purely empirical. Accordingly, the courses outlined below have been designed to present . . . analytical methods used in . . . problems without, however, neglecting altogether those practical considerations necessary for engineering applications."¹¹

To strike a balance, then, between the theoretical and the practical became the thrust of the School's policy during this period. To this end, doctoral programs, which by their very nature might be expected to give the student a broad but comprehensive understanding of their fields, were introduced. Thus the Doctor of Philosophy in Electrical Engineering was approved to begin in 1961, the Doctor of Philosophy in Chemical Engineering in 1964, in Mechanical Engineering in 1965, and in Civil Engineering in 1970. To some extent the order in which these programs were introduced reflected national interest. In 1966 the National Science Foundation awarded the University a \$900,000 grant toward the construction of a new physics-electrical engineering building. It was the largest federal grant awarded the University to that date and was a clear indication of the government's recognition and approval of Northeastern's efforts in these fields. That the Civil Engineering doctorate was not established until ten years after the Ph.D. in Electrical Engineering also suggests that priorities

were ordered by national interest. By the early 1970s national concern over the environment had become a major issue. Northeastern's programs, which provided the Ph.D. in Environmental Engineering and Science, including such areas of specialization as water quality management, water and water waste engineering, environmental health and air pollution control, and solid waste management, clearly reflect this interest.

As the November 1, 1960, "Proposal for Authorization of Doctoral Programs" had suggested, doctoral work would affect Northeastern's education at all levels, and the experience of the Graduate School of Engineering between 1960 and 1975 attests to the validity of this idea. During the period, faculty doubled, and the percentage of those with terminal degrees went from approximately 21 percent to over 50 percent.¹² As a consequence, the School was able to upgrade existing programs and introduce new master's programs with top-quality electives and options that would prepare students for new responsibilities in a rapidly changing world.

In 1960, in anticipation of the doctoral program, the Department of Chemical Engineering introduced a Master of Science program. In 1964 the Department of Civil Engineering established the Master of Science in Sanitary Engineering. That same year the Department of Industrial Engineering made available a Master of Science in the day program, and in 1967 it began offering a Master of Science in Engineering Management to day students. New programs were also introduced in the evening, including an innovative Master of Science in Electro-optics in 1966.¹³

While all of these programs demonstrated far more sophistication than those available in the 1940s and 1950s—that is, they were designed to train students to understand the broad principles of their disciplines and not simply their specific applicability—Northeastern never lost sight of its professional mission. Thus, for example, in 1962 in direct response to the expressed need of the power industry and with the cooperation of twenty power companies, the School introduced a six-year integrated cooperative program in Power Systems Engineering, leading to a Bachelor of Science and Master of Science in Electrical Engineering. Criticized by one member of the Corporation as being "too professional," the program was defended by Dr. Knowles, who responded that he felt that universities had a very important public service to perform: "It is their responsibility to make available high-quality education in professional fields for the approximate number of persons who will be needed in each field. The University also has the responsibility of attracting qualified students to

embark on education for these professional fields.”¹⁴ This attitude was to stand the School in good stead, particularly during the lean years of the early 1970s.

In 1970–71 the electronics belt surrounding Boston suffered a major recession. As mentioned in the previous chapter, the effects on undergraduate engineering were profound, with enrollment dropping some 41 percent between 1969 and 1972. The effects on graduate education were equally severe. Between 1969 and 1972 enrollments plummeted from 2,306 to 1,426, or by approximately 40 percent. In one way, however, the recession was not without its redeeming factors. Committed to attracting qualified students for needed professions, the School moved to develop new programs that would have currency even in the face of depression. In 1970, then, the departments of Industrial Engineering and Electrical Engineering established options in computer systems and computer sciences respectively at the master’s level. That same year the Department of Civil Engineering introduced its Doctor of Philosophy in Environmental Engineering. In 1971 still more graduate programs were added. The Department of Industrial Engineering added an Operations Research option; the Department of Civil Engineering and Science, under a grant from the Department of Transportation, initiated a master’s level interdisciplinary program in Transportation Engineering, while the Department of Industrial Engineering and Engineering Management introduced a master’s level Health Systems concentration for those who “show a desire to pursue a career in health service.”¹⁵

Nor were new programs the only way in which the School attempted to stem the tide of attrition. In 1970 two new graduate degrees became available: the Doctor of Engineering degree, which required five years after the bachelor’s and replaced the thesis requirement for the Ph.D. with an engineering problem, and the Engineer degree, which was designed for those who did not want the specialization required for the doctorate but wished to continue beyond the master’s level. The former was introduced into the Department of Chemical Engineering in 1970, the latter in Electrical Engineering in 1970 and in Mechanical Engineering in 1972. Both degrees took into account the needs of students who either because of inclination or economics did not wish the terminal degree; both demonstrated the flexibility of the School to meet new demands; and both proved highly successful.

By 1975 enrollment in the Graduate School of Engineering had stabilized at 1,500. In terms of raw numbers, this growth is not significant—

there were 1,383 students in 1959. In terms of the sophistication of programs, the types of degrees, and the quality of the faculty, however, the growth had been dramatic. Between 1959 and 1975 the School had added seventeen new graduate programs, including four leading to the Doctor of Philosophy, one leading to the Doctor of Engineering, and two leading to the Engineer degree. Course offerings and options had also proliferated at the master's level. At the same time the School had substantially increased its faculty; full-time faculty equivalents had jumped from 61 in 1960, 20 percent of whom had the doctorate, to 118 in 1977, approximately 50 percent of whom had terminal degrees.¹⁶ Facilities had also been increased by the renovation of older buildings and the construction of new ones with space for programs of the School. Of particular importance were the Charles A. Dana Research Center, which now housed the Electrical Engineering Department, Edward L. Hurtig Hall, with room for Chemical Engineering, and the David F. Edwards Marine Science Research Institute in Nahant, which was available for the use of graduate students in Environmental Engineering. In addition, the School's students had unprecedented opportunities to participate in highly sophisticated research projects, which by 1975 had reached almost \$3,000,000 in the Engineering and related science areas. (See Chapter X.)

Graduate School of Business Administration

The third graduate school that existed when Dr. Knowles took office and that was to undergo a major transformation during his administration was the Graduate School of Business Administration.

In 1951 the first graduate program in business at Northeastern, the Master of Business Administration (M.B.A.) had been introduced as the outgrowth of part-time evening programs. The curriculum, which was "open to both degree candidates" and "special students," including those whose "career achievement was judged as suitable substitute for the usual bachelor's degree requirement," had, like its counterpart in the Evening School of Engineering, a distinctly continuing education tone. The major problems, as Dr. Crotty had pointed out, were lack of integration in courses, a disproportionate number of part-time faculty, undefined admission standards, and an excessively practical orientation that was dictated largely by local business and industry.¹⁷

The first step toward the resolution of these problems had been taken in 1958 with the organization of the Graduate School, which was designed to coordinate all programs at the advanced level and which, in form if not in substance, would give them a new importance. It was not until the decade and a half between 1960 and 1975, however, that the problems of

the Graduate School of Business Administration were truly confronted and new policies implemented that would transform the School into an educational unit competitive in all respects with similar institutions across the country.

As in the case of the Graduate School of Arts and Sciences and the Graduate School of Engineering, the external condition mandating development was a growing national need—this time for managerial skills. The specific catalyst in this instance, however, emerged out of two exhaustive examinations in 1959 of business schools throughout the nation, the Gordon-Howell (Ford Foundation) report and the Pierson (Carnegie) report.¹⁸ These papers prompted Northeastern's Graduate School of Business Administration to reevaluate and reassess its own goals and means of implementing them.

Primary among the findings of the Ford-Carnegie reports were the conclusions that business administration was the interrelationship, not the accumulation, of many specialized skills and that business schools "should offer broad courses such as administration, human relations, managerial economics, accounting, and statistics." Spurred by these ideas, Northeastern's Graduate School of Business Administration moved to readjust its curricula. In 1960 the School introduced a plan whereby students might concentrate on one major function of business rather than on a variety of skill courses. Although thirty hours remained as the requirement for a degree, the student was henceforth advised to take twenty of these hours in a concentration. The *Graduate Bulletin* 1965-66 articulates the reasoning behind this change: "The major objective [of the School] is to develop as business administrators, men and women who are practicing business administration in various public and private organizations. The program is broad in concept and is aimed at preparing the student for a career in business administration rather than for a particular position."¹⁹

The focus toward "careers" rather than "jobs," toward broad administrative skills rather than functional techniques, resulted in increasing sophistication, integration, and broadening of course offerings. By 1970 seven new electives had been introduced into the M.B.A. program, and by 1972-73 the M.B.A. program had been restructured into "two levels" that permitted development of emphases in nonbusiness as well as business fields. Health care administration was the first such nonbusiness emphasis, and course offerings in this area proved so successful that they were vastly expanded in 1973-74.

The development of the Graduate School of Business Administration, however, was not restricted to the improvement of curricula. In the interest of a better program, admission standards also came under review.

The "special student" category was dropped in the early 1960s and admission tests started to be required. By 1965 scores were averaging 525, which was in the 65th percentile of national achievement.

From the beginning, of course, the M.B.A. program had been based on a work-study format—that is, the classroom was seen as a place to provide a theoretical understanding of problems that were encountered on the experiential level. During the 1960s and early 1970s this policy remained intact. The student body continued to be dominated by older, experienced men and women, the vast majority of whom were employed and attended Northeastern part-time in the evening, while holding responsible positions in business and industry during the day. The shift in emphasis, however, from specific jobs toward careers within this format had made these programs even more appealing to an increasingly sophisticated clientele. During the early 1970s, for example, when cutbacks in the aerospace industry resulted in vast unemployment among scientists and engineers, many of these people were anxious to begin new careers. They were attracted by Northeastern's unique work-study opportunities, and as a result enrollments swelled dramatically.

During this period a new type of student was also recruited. In 1963 the Graduate School of Business Administration inaugurated its first full-time day programs. The curricula brought in more conventional students—that is, young men and women in their twenties who had little or no work experience. Over the years this group grew substantially from 7 in 1963 to approximately 157 in 1975 (out of a total enrollment of 1,007).²⁰ The new program made the School more competitive with similar institutions across the country and also gave it greater national visibility. By and large these students were not commuters and were not tied to local jobs. They were recruited from all fifty states and were available for placement in all fifty states. The attraction of Northeastern's M.B.A. program for the full-time student, as for the part-time student, was also the work-study approach. In 1967–68 this approach was expanded with the introduction of an innovative Management Internship program that allowed students to alternate full-time periods of study with full-time internship programs.

As the programs and the students became increasingly sophisticated, so also did the faculty. In 1951 the M.B.A. program had been largely staffed by part-time personnel under the jurisdiction of the Evening Division. The 1958 formation of the Graduate School, replaced in 1963 by the Graduate Division, had given the School more administrative autonomy and had tied the programs more closely to the full-time day faculty. In 1967 a further organizational change, abolishing the Graduate Division, decen-

tralized graduate education entirely and allowed for even greater autonomy and greater integration of programs. By this time the program was already dominated by full-time faculty, 70 percent of whom held doctoral degrees, a proportion that continued through 1975.²¹ Part-time personnel were still retained but were now limited to persons whose special skills might be expected to enhance the coverage of specific courses.

In all, the period between 1960 and 1975 was one of unqualified development of the Graduate School of Business Administration. From an evening unit with a largely part-time faculty, relatively eclectic course offerings, and a primary commitment to the demands of local business and industry, it had grown into an independent unit. Staffed by a full-time faculty, it provided broad administrative programs in both the day and evening and was fully committed to the overall principles of good business. The School's development was duly recognized when in 1973 the program was accorded accreditation by the American Assembly of Collegiate Schools of Business.

Graduate School of Education

The fourth graduate program available at Northeastern in 1959 was offered through the College of Education. The program, which had been inaugurated in 1953, is described in the *College of Education Bulletin 1959-60*: "During late afternoons, evenings, and Saturday mornings, the Division of Education of the Graduate School also sponsors graduate courses for teachers in service and leading to the Master of Education."²² Exclusively part-time, the program also provided certification for students wishing positions in the public elementary and secondary school system and a "unique in-service program for those wishing to up-date their skills." Students were required to complete a core of four courses: Research Methods, Advanced Psychology of Learning, and two courses in Social Foundations of Education. These latter courses, which emphasized cultural and physical anthropology as well as sociology, provided the base for graduate study. Building on this social science base, then, the student chose a program of specialization from one of the following areas: educational administration, special education, guidance and counseling, or curriculum, which allowed those who already possessed a liberal arts college degree to qualify for a certificate as either an elementary or secondary staff member.

In 1963, when graduate programs at Northeastern were reorganized into the Graduate Division, Dr. Frank E. Marsh, Jr. became the first full-time Director of Graduate Studies in Education. The new administrative structure reflected an added emphasis on graduate study at the University,

and at this time the graduate education programs began to expand rapidly. Contributing to their growth was not only the reorganization but also the expansion of the undergraduate College of Education (see Chapter VIII) and its increasing departmentalization. As a consequence, existing specializations were strengthened and new programs were added at all levels. Among those specializations pertinent to graduate work were Reading, Speech Therapy, Audiology, Rehabilitation Administration, and a program called Liberal Arts Emphasis. Fifty percent of this program could be taken in the Graduate School of Arts and Sciences, the Graduate School of Business Administration, or the Graduate School of Engineering.

Still another factor giving substance to the Graduate School of Education during the early 1960s was the addition of a full-time day program, which grew from an initial enrollment of nine students in 1962 to ninety-seven in 1966.²³ As in the case of the Graduate School of Business Administration, the full-time program allowed the School to recruit more widely and to become more competitive with similar institutions throughout the country.

By 1967, at which point the Graduate Division was disbanded and administration of the graduate programs returned to the full jurisdiction of the basic colleges, the Graduate School of Education had become a much larger and more professional college. From 246 part-time students enrolled in 1959, it grew to an enrollment of 964 students, including both full- and part-time students.²⁴ Testifying to this new maturity was the grant of full accreditation to the School by the National Council for the Accreditation of Teacher Education (NCATE) accorded in 1967.

As if stimulated by the recognition of its status as well as by its increased autonomy, the School continued to grow, adding not only new programs but new degrees. In 1971 the Certificate of Advanced Graduate Study (CAGS), described as a "way station between the master's and doctoral degree," was added. The degree, which required forty quarter hours beyond the master's, clearly demonstrated the School's responsiveness to those students who wished to add to their specialization but who did not wish, or did not have time, to commit themselves to a doctoral program.

In 1974, after several years of very careful planning, still a second degree after the master's, the Doctor of Education, was introduced. This interdepartmental degree, which Vice President and Dean of Faculty Arthur E. Fitzgerald called "more pragmatic, more expedient [than the Doctor of Philosophy],"²⁵ was designed as a mid-career program to train leaders in the field of education. In fact, one criterion of admission was that an applicant already have a minimum of five years in some leadership role. The central core of the program was three doctoral seminars stressing

the interdisciplinary nature of educational leadership, while the dissertation placed emphasis on applied research directed toward the solution of specific problems rather than on original research, which would be demanded for the Doctor of Philosophy degree. Specialization for the Doctor of Education was provided in School Administration, Counseling, Special Education, and Higher Education. In this latter area the focus could be placed on the Cooperative Plan of Education, which was the first time a terminal degree had ever been offered anywhere in this field. The appropriateness of such an innovation to Northeastern need scarcely be mentioned.

During the decade of the 1970s, it had become apparent that the need for public school personnel was diminishing as the postwar baby boom came to an end. During this period the Graduate School of Education, like the undergraduate college, had begun to make necessary adjustments. While it continued its school-related programs, it had introduced new degrees and placed a new emphasis on community and service-type programs, such as College and Community Counseling, Rehabilitation Counseling, Speech and Audiology, Higher Education Administration, and Cooperative Education.

By 1975 graduate education programs at Northeastern had grown far beyond those that had been dismissed as "also sponsored" in 1959. The School now provided three different graduate degrees in a host of specialization to over 1,241 full- and part-time students. Furthermore, although these specializations were still solidly based on a social science foundation, they now prepared students not only for public school teaching but for a wide variety of educational roles appropriate to the changing needs of the late twentieth century.²⁶

4

While the four graduate schools that existed in 1959 faced major problems in the adaptation of curricula and policies to meet the demands of the 1960s and 1970s, the new graduate schools that came into existence during this period faced only the problem of developing their potential. By 1962 when the New England College of Pharmacy became affiliated with Northeastern, it was already clear that the University was committed to graduate education, and the ability of any new basic college to develop graduate work was a requisite of its establishment.²⁷ Further, the function of graduate education—to serve national needs, to add to the prestige of the University, and to enhance the quality of undergraduate education—

had already been clearly defined. The stories of these schools, then, are little more than descriptions of how these functions were filled.

The Graduate School of Pharmacy

As mentioned in Chapter VII, the Faculty Committee that was appointed to study the merger of the New England College of Pharmacy with Northeastern University had included among its findings the perception that such a college would "have the potential to develop graduate and research programs." By 1964 this potential was already being realized when a Graduate School of Pharmaceutical Sciences was added to the roster of Northeastern's Graduate Division. The School provided the Master of Science in Hospital Pharmacy, Industrial Pharmacy, Medicinal Chemistry, and Pharmacology. The two-year programs were based on a full-time Graduate Cooperative Plan and were described in the catalog as "the first ones in the United States requiring the acquisition of practical experience through service in regular paying jobs in the particular field of study as part of the education."²⁸

In 1970 the doctoral program in Pharmacy was initiated when a Ph.D. in Medicinal Chemistry became available. In 1971 the College was integrated with Allied Health Professions, and the following year a program leading to a master's in Medical Laboratory Science was established. In 1973 the Master of Clinical Chemistry became part of the degree offering, and in 1974-75 the nation's first Master of Science degree program in Radiopharmaceutical Science was introduced at the University. The program was designed to train pharmacists and others in related fields to compound and manufacture radioactive drugs for diagnostic and therapeutic tools in nuclear medicine. As such it represented a direct response to an increasing demand for personnel to staff radiopharmaceutical positions that were becoming an integral part of many urban hospitals. Northeastern's program, by being part-time, allowed the hospital pharmacist to gear his or her career toward this field without having to leave a job for full-time study, thus further underscoring the University's commitment to work-study at all levels.

By 1975 Northeastern's Graduate School of Pharmacy and Allied Health Professions, having reached an enrollment of 328 full- and part-time students, had become a major source of advanced-trained personnel for pharmacy-related positions in area hospitals.²⁹

Graduate School of Boston-Bouvé

The willingness to develop graduate programs had been one of the contingencies of the merger agreement with Bouvé-Boston. Although

these programs were not fully developed until 1970, faculty committees of the College had been examining and evaluating curriculum possibilities since 1968. In the summer of that year, a survey was sent to all alumni of the School to determine what areas they felt would most profit by advanced education programs. The results of the survey indicated that the greatest need was felt in Physical Education and Recreation. In the former instance, many of Boston-Bouvé's graduates had gone on to become principals and supervisors in schools throughout the country. For these graduates, programs that would increase their administrative skills and their grasp of problems implicit in education, particularly at the elementary and secondary school level, were identified as the chief priorities. For Recreation majors a growing recognition of the role of education as a means "to further man's utilization of his leisure hours and to enhance his appreciation of his environment"³⁰ led to a desire for programs that would help increase skills toward these ends.

As a result of the survey, two graduate programs were initiated in the fall of 1970. The first led to a Master of Science in Physical Education with a concentration in either Administration and Supervision, or in Curriculum and Instruction; the second led to a Master of Science in Recreation with concentrations available in Community, Therapeutic, or Outdoor Recreation. Both programs were well received, with an initial enrollment of 41 part-time students.³¹ The part-time aspect of the program was again largely dictated by the results of the survey, which had indicated a preference for classes that would allow students to remain employed while earning their degree. Thus most classes were scheduled in the late afternoon or evening, a policy that continued even after the admission of a handful of full-time students in 1972.

By 1975 enrollment had grown to 114, and two concentrations had been added in Physical Education—Development and Learning in Movement and Perception, and Sports Medicine.³² The latter was, of course, quite appropriate to the University's interest in health sciences; it is interesting to note that the School would have developed the scientific aspect of physical education even further but felt constrained from doing so because of similar programs at Boston University. To repeat professional programs already available in the area was traditionally antithetical to Northeastern's policies.

During the entire period of the Graduate School's development, Catharine L. Allen served both as its Director and Dean of the Undergraduate College. It was her dream, she said, to ultimately develop a doctorate in a combined Health, Physical Education, and Recreation, but first priority "had to be given to assuring quality in the programs that already existed."³³

Thus by 1975 the dream had not yet been realized, but it remained as a goal for the future and a constant spur to the development of programs at all levels.

Graduate School of the College of Criminal Justice

As the establishment of the basic colleges of Pharmacy and Boston-Bouv  had been preceded by discussions of developing graduate programs in these fields, so also the founding of the College of Criminal Justice was preceded by similar discussions. During the first few years of its existence, however, the College's attention was necessarily focused on the undergraduate curriculum, and it was not until 1973 that 16 full-time and 59 part-time students were accepted into a graduate program leading to a Master of Science in Criminal Justice. The program, designed "to provide innovative concepts in academic study and research on crime using the criminal justice process," was immediately well received and by 1974-75 had already reached a stage of sophistication that demanded reorganization of its offerings into three concentrations: (1) Criminal Justice Administration, Policy Development and Planning, (2) Research, and (3) Behavioral Science Theory. By 1975, 138 students were enrolled in graduate study, and an innovative interdisciplinary graduate program in Forensic Chemistry, leading to a Master of Science degree awarded jointly by the College of Criminal Justice and Liberal Arts, had been instituted.³⁴

5

From the outset of the expansion of the seven graduate schools described above, there was the recognition that advanced study was an important ingredient in the development of education at all levels. As a consequence, all of the above programs were closely tied to their equivalents on the undergraduate level. The director of each of the graduate schools reported not only to the dean of the graduate school but also to the dean of the undergraduate college. The same faculty generally served in both programs, and the curricula at one level was customarily designed to work for the benefit of the curricula at another level. Thus, for example, Boston-Bouv  frankly discusses its graduate programs as extensions at a more advanced stage of upper-class undergraduate programs, while the College of Engineering, in its bid for reaccreditation, proudly writes of "the process by which material . . . filters from the graduate programs to the undergraduate."³⁵

Noteworthy, however, as was the advance of graduate education in areas allied to the basic colleges, it would be misleading to suggest that Northeastern during this period was committed to advanced education

only as it enhanced its undergraduate programs. In fact, and probably even more significant for the overall history of the University, was the growing recognition that graduate programs were justifiable even apart from their relationship to undergraduate programs. This recognition was made explicit in 1963 when the Graduate School was reorganized into the Graduate Division. The rationale given for this change was that the substantial growth in graduate education, both in size and scope, justified greater autonomy for the units and, even more significant, "that certain new graduate programs do not fall logically within the purview" of any of Northeastern's undergraduate colleges.³⁶ From the point of view of administrative structure, the new arrangement meant little more than a change in terminology, but from the point of view of the general orientation of the University, the change represented a dramatic break with the past. For the first time advanced education was perceived as a legitimate preoccupation of the University without any regard for its effect on undergraduate studies, and the founding shortly thereafter of the graduate schools of Actuarial Science and of Professional Accounting, and the reopening of the School of Law gave substance to this new perception.

Graduate School of Actuarial Science

In the fall of 1964 Northeastern's fifth graduate school opened with an enrollment of sixteen students in a two-year program leading to the Master of Science in Actuarial Science. The School was the first in the nation to offer a graduate actuarial science program on the Cooperative Plan of Education and the first graduate program at Northeastern to have no direct affiliation with a basic college. In this sense, then, it was a precedent setter; it must be admitted, however, that in its genesis there had been no such revolutionary motive.

As originally conceived, the program, which would lead to the new School, had been relatively modest. In the winter of 1962, Judge Byron K. Elliott, Chairman of the Board of Trustees at Northeastern and President of John Hancock Mutual Life Insurance Company, noting the difficulties of his company and others in obtaining actuaries, had suggested to Dr. Knowles that a program for such training might well be introduced at Northeastern.

Dr. Knowles was interested and, shortly after, serious discussion began on a plan to institute a graduate cooperative program in this field at the University. Dr. Knowles and Dean Roger S. Hamilton of the College of Business Administration explored the idea at some length with representatives of the John Hancock Mutual Life Insurance Company, including Robert E. Slater, Senior Vice President and Director of that Company, who

was to prove particularly helpful in the final formulation of the program. In due course a tentative proposal was drawn up and referred to Dean Hamilton. At this point it seemed most apt to include the new program under the aegis of the Graduate School of Business Administration, but Dr. Hamilton, having carefully reviewed the possibilities in relation to his School, finally returned the verdict: "A program such as this which would rely mainly upon members of the Mathematics Department plus well-known names from among the Fellows of the Society [of Actuaries] for the specialized actuarial courses would not improve the position of the College of Business Administration in respect to the standards for listing graduate programs in business."³⁷

Thus, as of the spring of 1962, although the idea was gaining increasing interest among local and, in fact, national insurance firms, the embryonic program was without a home. At this point Professor Harold L. Stubbs of the Department of Mathematics was placed in charge of developing the program on grounds that the Department of Mathematics was beginning a new Master of Science in the fall "and the Actuarial program will fit in very nicely with this."³⁸

Professor Stubbs, having been informed by the actuarial consultants that in order for the program to be successful it must be oriented "very specifically toward the Actuarial Society examination,"³⁹ and having been urged particularly by Mr. Slater to seek a fellow of that society as an individual adviser to the program, began to look around for such a person. In June 1962, he managed to secure the aid of Harold A. Garabedian, Vice President of John Hancock. The choice could not have been more fortuitous.

Mr. Garabedian's reputation in the field was widespread, and his association with the Northeastern program gave it a legitimacy that attracted the attention of insurance companies throughout the country. Such attention would prove mandatory when it was finally determined that the program could not be incorporated within another school but would have to exist independently. That decision, however, still lay in the future.

The winter and spring of 1963 were preoccupied with details of staff and curricula. The badge of the actuarial profession was membership in the Society of Actuaries, and under Mr. Garabedian's direction it was decided that the curriculum should be explicitly geared to the syllabus of the Society and designed to prepare students for a series of examinations necessary for membership in that Society. Thus a student completing a two-year program might earn, in addition to a Master of Science in Actuarial Science, the designation of Associate or Fellow of the Society of Actuaries contingent on the successful completion of the Society's examinations.⁴⁰

To accomplish these ends, a schedule was arranged that originally consisted of four intensive, ten-week, full-time day classes, with a course coming to completion a week prior to a particular Society examination. These periods, in accordance with the Cooperative Plan of Education, alternated with on-the-job experience.

Having ironed out the details, the search for a permanent director began. It was generally agreed that this person must have the experience and the reputation that would bring status to the program from the start. Dr. Geoffrey Crofts, a Fellow of the Society of Actuaries and Director of Actuarial Training at Occidental Life Insurance in Los Angeles, perfectly fulfilled these criteria, but, as he was not available until the summer of 1964, Mr. Garabedian agreed to stay on as Acting Director until that time.

Meanwhile, it was becoming increasingly apparent that the demands of the Actuarial Program were such that it could not be suitably accommodated under an existing School, and on July 11, 1963, it was unanimously voted "That on the recommendation of the President, the Executive Committee of the Board of Trustees approves the establishment of a Graduate School of Actuarial Science."⁴¹ Northeastern's first independent graduate school had been born.

The financing of the School, which came under the budget of no existing department or other college, presented a unique problem. With only tuition to depend on, it became more essential than ever that the program receive the support of insurance companies. They would see in it a unique opportunity to train needed personnel and would back up their perception with tuition subsidies, supporting grants to meet deficiencies in University costs and develop expenses, cooperative jobs, and released time for already-employed candidates whose advancement the companies might wish to encourage. Counting on the fact that the insurance company business was flourishing, that the demand for actuaries far exceeded the supply, and that Northeastern's School provided a unique opportunity to fill this gap, Mr. Garabedian devised an Actuarial Internship program. The School, in return for supplying actuaries in training to cooperating companies, would receive a stipulated amount to cover tuition costs, and the student would receive expenses incident to attending classes.⁴²

On October 21, 1963, an Actuarial Science Conference was held at Henderson House. Guests included representatives of the University, of twenty-two area insurance firms, and of area actuary clubs. "The next stage in the development of our program is the enrollment of cooperating companies," Dr. Knowles told his audience in the closing address of the meeting, and he urged companies to write to him or Mr. Garabedian

expressing an intention to cooperate with the program. The response was gratifying, and by January 1, 1964, twelve cooperating companies had been enlisted.⁴³ On June 1, 1964, the transfer of power from Mr. Garabedian to Dr. Crofts, who had constantly kept abreast of events, was smoothly effected, and the first students were admitted for the fall.

It is undoubtedly a tribute to the care given the early plans for the School that its history over the next eleven years was to prove relatively uneventful. From the beginning, the curriculum had been tailored to the requirements of the Society of Actuaries, and course changes occurred only in keeping with their standards. Enrollments were also limited to those who might reasonably be expected to fulfill the demands of that Society and find, or be placed, in meaningful jobs in the field. In the early 1970s a nationwide recession caused a sharp cutback in the ability of the insurance companies to sustain their cooperating role, and enrollment slipped from a peak of 53 students in 1969 to a nadir of 30 students in 1973.⁴⁴ The School, however, was determined not to modify its original commitments, and by 1974-75, as the economy rallied, enrollment again began to grow.

Nevertheless, in both good times and bad, the School was deliberately kept small and standards were kept high. In 1965 John J. McKenna, a prominent businessman and a member of Northeastern's Development Office, was added to the staff to assist Dr. Crofts in the recruitment of particularly able students. The faculty, never exceeding two or three full-time members, was supplemented by visiting professors and fellows in the society. And in 1967 an Advisory Council of top executives in the insurance field was instituted to assure a continued close collaboration between the School and the industry. Within this framework the School flourished, but perhaps the most significant measure of its achievement was the degree of success achieved by students in the program with the professional examinations of the Society of Actuaries. By 1968 students had written 254 of these examinations, passing 190 for a pass rate of 75 percent, an astonishing figure when compared with the national average of slightly more than 40 percent.⁴⁵ It was a record of which the first independent Graduate School at Northeastern could be justly proud and one that it would continue to live up to in the ensuing years.

Graduate School of Professional Accounting

The establishment of the first independent graduate school at Northeastern was followed two years later in 1965 by the establishment of a second graduate school—the Graduate School of Professional Accounting.

In their origin and development the two schools bear remarkable

resemblances. In both instances the suggestion for the program came initially from a member of the Board of Trustees who was also an executive in a particular field which he felt the University could and should develop. In the case of Actuarial Science, Judge Elliott had been the President of John Hancock Insurance Company; in the case of the Graduate School of Professional Accounting, the principal instigator, Harold Mock, was a senior partner in Arthur Young and Company, a well-known Boston accounting firm, and was himself a professional accountant. Identifying a persistent and growing shortage of qualified persons entering his profession, Mr. Mock spoke with Dr. Knowles in the winter of 1962 about the possibility of Northeastern developing a graduate-level program that might help alleviate this problem, and shortly thereafter a committee was appointed to explore the situation. Northeastern had, of course, a well-developed undergraduate accounting department in the College of Business Administration and a long history of programs in the field. Mr. Mock had, in fact, been graduated with a concentration in this area from Northeastern's Evening School of Commerce and Finance in 1923. The new program, however, would be designed to bring a new type of person into the field. Specifically it would be pitched not at undergraduate accounting majors but highly talented liberal arts graduates of accredited colleges who might be expected, after two years of intense training, to absorb all aspects of the accounting field and to pass the CPA examinations.

As in the instance of Actuarial Science, the original idea was to offer the degree through the Graduate School of Business Administration. Nominally, at least, this was accomplished. In its recurrent bid for reaccreditation, the Master of Science program in Professional Accounting is included as part of the Graduate School of Business Administration. In practice, however, the unit operates independently, having its own director, its own recruitment program, and issuing its own brochures and catalogs. The reason for this rather anomalous state lies as much as anything in the kind of program that was developed.

As the idea began to evolve, it became clear that the most efficient way to accomplish the twin purposes of immediately supplying trained personnel for the accounting profession and simultaneously training them would be to initiate an internship plan very much like the one already operating in the Graduate School of Actuarial Science. This format differed from that of other programs in the Graduate School of Business and, in the interest of administrative clarity, a separate director was appointed. Professor Joseph M. Golemme, who had been Chairman of Northeastern's Undergraduate Department of Accounting, was asked to assume the post, and he became permanent Director in 1966. In the meantime, an Advisory

Council made up of partners of the eight largest national accounting firms and three partners from local firms was organized to keep the new School in close contact with the profession and to guarantee jobs for the students in training.⁴⁶

Under the direction of Professor Golemme, the program flourished. Of the first graduating class in the spring of 1967, 38 percent passed all four parts of the CPA examination, and 80 percent passed two or more parts. By September of that year the percentages had climbed to 40 percent passing all four parts and 93 percent two or more parts. It was a record that the School would continue to maintain, and one made all the more impressive by the recognition that the overall average in Massachusetts for passing all four parts of the examination on the first attempt was a mere 16 percent. During the same period the graduates began to qualify for top honors in the CPA examinations and by 1972 had already received five gold medals, two silver, and numerous honorable mentions.⁴⁷

In spite of these evidences of success, the School did encounter several problems. Enrollment was kept deliberately small in accordance with job opportunities, but even so there were difficulties in recruiting qualified graduates. In a report of 1969, Professor Golemme bemoans the fact that such a large amount of time and expense must be devoted to recruiting students: "They seem to feel that professional accounting is not very interesting, that no contribution to society is made." In light of the social unrest and the antiestablishment, antibusiness attitude of that period, and particularly in light of the change of the draft laws concerning graduate students, it is perhaps not surprising that the School graduated only twenty-seven students in 1969. It is probably equally significant, however, that the enrollment rallied shortly thereafter. In 1973 it reached a peak of seventy-six students, largely as a result of the recession in engineering, which prompted a career shift for many in that profession.⁴⁸ This was to some extent an artificial inflation and was followed by natural attrition the next year.

A second continuing problem was funding. While the Advisory Council firms contributed tuition scholarships, which were augmented by the University, operating expenses exceeded revenue, and again in 1969 Professor Golemme writes: "It has been my hope that the accounting firms will find it in their interest to express their confidence in this program through an Endowed Chair [which will allow us] to attract an outstanding scholar and the high quality students which the profession vitally needs."⁴⁹ Shortly after, this hope was to be realized with the establishment of the Harold A. Mock Professorship in Accounting to which Professor Golemme was appointed in 1971.

By 1975 enrollment had stabilized at approximately fifty students. Sixteen courses were offered in a fifteen-month program, which encompassed a twelve-week internship program after the second quarter. Since the first quarter of the entering class overlapped the final quarter of the graduating class, an outstanding feature of the program came to be the recruitment of six to eight visiting professors who arrived at Northeastern each summer to teach courses in the School. These scholars supplemented a faculty of six full-time accounting professors, culled from the undergraduate accounting department, and three professional accountants from outside firms who were responsible for specific professional programs.

Recruitment remained a major issue, with admission to the program being highly competitive. The GMAT score was approximately 583, comparing favorably with scores attained for doctoral programs. Of 206 applicants in 1975, 54 were admitted, representing 38 colleges, and, of these, a large percentage came from outside Massachusetts, attesting to the wide attraction of the program. The QPA was an impressive 3.10.⁵⁰ Altogether these statistics, underscored by excellent career progression, were substantial witnesses to the success of Northeastern's seventh graduate school.

School of Law

Of all the graduate professional schools instituted at Northeastern during the Knowles administration, probably none more deeply touched the sentiments of the community and the alumni than the reopening of the School of Law in 1968.

The original School of Law, founded in 1898, had, of course, been the foundation on which the University was built. In its heyday it had boasted an enrollment of 2,500. At one time 25 percent of all Massachusetts judges had been Northeastern University law graduates, nine others had gone on to become bank presidents, and distinguished alumni included Lawrence F. O'Brien, Postmaster General 1965–1968, Chairman of the Democratic National Committee 1968–1969, and John O. Pastore, Senator from Rhode Island. By the early 1950s, however, the School had fallen on hard times. Similar programs were available in other higher education institutions, and the expenditure of money required to continue the operation seemed unwarranted under the circumstances. As a consequence, in April 1953 the Board of Trustees voted to discontinue the School. No entering class was accepted for September, and the last graduate received a degree in 1956.

Practical as this move may have been at the time, however, the University had reckoned without the nostalgic affection of the alumni for its alma mater. After only a brief hiatus, the Law School Alumni Association

declared the Association “*has* been reactivated and is starting continuous communication to and among Alumni.” By 1961 sentiments were already being voiced on the possibility of reopening the School. On May 18, 1961, Harold Mock, then serving as Chairman of the Leadership Gift Campaign of the Northeastern University Alumni Fund, wrote to Dr. Knowles, quoting Charles Dockser, President of the Garden City Trust Company and Law School Alumnus 1930: “[Mr. Dockser] suggested the possibility that in the years to come, since the University is going into graduate and possibly doctorate work, it might again establish a law school . . .”⁵¹ Shortly after, Peter W. Princi, Class of 1938, Collector of Customs, Port of Boston, later United States Magistrate, approached Dr. Knowles with much the same idea.

The ideas of these men and the constituency they represented did not fall upon deaf ears. In the spring of 1963 Dr. Knowles wrote Mr. Princi: “I want you to know that this whole matter is very much on my mind.”⁵² He went on to suggest that Mr. Princi might establish a committee to explore the possibility of reopening the School, and the following month just such a group came into being.

The accomplishments of this committee cannot be overestimated. By the spring of 1964 it had not only procured \$150,000 in pledges toward the goal of reopening the School but, working in conjunction with the President’s office, had amassed a host of pertinent information. By January 1965, Dr. Knowles was ready to introduce the idea to the Executive Committee of the Board of Trustees: “It would not appear that there is a need for another College of Law just to meet the need for lawyers serving Greater Boston. . . . Nationwide [however] . . . there is an apparent growing shortage of legal talent. . . . Literature reveals . . . that the Armed Forces need more lawyers . . . [and that] government agencies are short of legal talent despite high salaries.”

Dr. Knowles then went on to offer evidence that there was an increasing demand for a new type of law program that would be fresh both in terms of subject matter and approach. The Trustees were interested, and at a meeting some months later a feasibility study was authorized to explore the institution of “A graduate professional college of law conducted on the Cooperative Plan of Education . . . which . . . would fit in with other Northeastern graduate professional programs in such fields as Accounting and Actuarial Science.”⁵³

With the plan thus officially authorized, the ball started to roll. It was determined that the College of Law alumni should be asked to raise at least a million dollars on the understanding that the College might be reopened when \$500,000 of the amount was received. The fund was to

be kept separate from that of the Diamond Anniversary Development Program. It is a tribute to the energy and enthusiasm of the alumni that a brief year and a half later a substantial portion had already been raised. At this point a new counter was introduced when the government, through provisions of the Higher Education Act, Title II, made available funds for the construction of law schools that were "already in existence" or had a "dean in esse."

The government regulation made it necessary for the University to act immediately on the question of the Law School were it to avail itself of the new grant opportunity. Thus on May 13, 1966, with \$500,000 already in sight from alumni contributions and enthusiasm running high, the Board of Trustees finally resolved: "A School of Law be and hereby is authorized and established at Northeastern University."⁵⁴

In the next few months an Advisory Council made up of prominent men in the profession was organized to aid in plans for the reopening.⁵⁵ By February 3, 1967, Professor Thomas J. O'Toole, a member of Northeastern's earlier law faculty and the first choice of the Council, had accepted the invitation to become the new dean; George A. Strait, Assistant Librarian at the Harvard Law School, was appointed Director of the Law Library, and recruitment of the faculty was under way. In April 1967, a grant of \$397,590 was received from the federal government toward the cost of constructing a new building to house the School. Thus, in the fall of 1968, just seventy years after Northeastern had opened its first School of Law, twenty-three students were admitted into its new, four-year graduate program leading to a Juris Doctor (J.D.)—the first such program in the country to operate on the Cooperative Plan of Education.

From its inception the new School was planned to be different, to be innovative not only in its plan of education but in its curricula. A unique aspect of the program was its cooperative cast. Early in the planning for the School, the need for legal education to return to the apprentice concept had been identified. The President of the American Bar Association had been quite open in recognizing this need. To this end, then, and to assure that each student would have a significant amount of genuine experience in a law office before receiving his degree, a system was devised whereby students after the first year would alternate subsequent quarters between classroom attendance and employment in a law office. At the same time the curriculum of the School was "shaped in substantial measure around significant issues of contemporary life, especially those that arise with increasing urgency in our populous metropolitan area." In the words of Dean O'Toole, "Our students have to have a commitment to urban involvement and the cooperative plan to come here."⁵⁶ Courses were thus

deliberately focused on the law of modern urban social problems including drugs, race, conscientious objectors, and landlord/tenant relationships. One second-year class considered the legal aspects of population problems such as abortions, birth control, migrations, and population shifts, particularly of the poor; another dealt with environmental pollution of water, air, and noise.

Over the next seven years the School developed from a mere handful of students meeting with six professors in makeshift headquarters on the Fenway to a fully accredited institution boasting approximately 375 students, a full-time staff of twelve faculty and administrators, and a brand new million-dollar building on Huntington Avenue. The issues that preoccupied the attention of Dean O'Toole, and later of John O'Byrne, were, of course, issues directly related to this metamorphosis.

From the first, Dean O'Toole was determined that the School be second to none in the quality of its faculty, students, and facilities. Funding was a major issue, and it is a tribute to the loyalty of the alumni and the unflagging efforts of the University staff that such monies were forthcoming. Government grants—for example, one for \$31,410 awarded by the NEH in 1969 for the “study of law, customs and beliefs which shape the composition and movement of populations”—contributed to the support of programs, but by far the major source was alumni generosity. A conspicuous, but by no means atypical example of this generosity, was evident in the pledge of Boston industrialist and philanthropist Reuben Gryzmish, Northeastern University Law graduate 1912 and developer of the first causeway between Miami Beach and Miami. His pledge resulted in the Reuben and Ethel Gryzmish Law Building being ready for occupancy in 1969–70, with dedication taking place December 19, 1970.

In the meantime, program revision to meet the shifting needs of society was an ongoing concern. In 1970, with the approval of the American Bar Association, the four-year program initially proposed was reduced to three years and two summer quarters (seven academic and four cooperative quarters), which placed the School in an even stronger competitive position with its peers. Curriculum was also modified to reflect new interests, but the overall goals and approach remained the same. The 1968–69 Law catalog sums up the function of the School: “The purpose of the Northeastern University School of Law is to train lawyers who can meet the challenges and obligations cast upon the profession by contemporary society. The School was founded on the conviction that traditional legal education inadequately approaches this goal, and that law schools have not altered their programs quickly enough to match the pace of change on the world and national scene.”⁵⁷

Over the next decade this statement was essentially unaltered with the exception of the last phrase, which in 1973 was modified from the original almost adversary note to the more confident and moderate statement that "traditional legal education inadequately attains this goal and that a law school program must match the pace of change in the world and national scene."⁵⁸

The validity of the School's goals and approach was affirmed in 1969 when it was accorded provisional accreditation by the American Bar Association. It was reaffirmed when full accreditation was granted February 7, 1971. Although problems were encountered in the state of New York, which was reluctant to accept "co-op" experience in lieu of courses, the New York Court of Appeals approval was finally secured. In the meantime, the School had also become a member in 1970 of the Association of American Law Schools.

That such validation was so quickly accorded was as much as anything a tribute to the fiery Irish determination of Thomas O'Toole, who would brook no compromise in the maintenance of standards. By 1970 the median LSAT score of admitted students was 644, in the top percentile nationwide, QPA was 3.15, and applications far outstripped acceptances. Dean O'Toole was equally adamant that his faculty be without peer, and he thus recruited persons of top qualifications.

Unfortunately, despite Dean O'Toole's unquestioned success in founding the new law school, basic disagreements soon developed between himself and the faculty, which eventually were to culminate in Dean O'Toole's resignation in 1971. Despite these disagreements and their consequences, however, the faculty remained staunch in their admiration of Dean O'Toole's contributions to the creation of the School and of his extraordinary teaching ability. It was an admiration that was duly reflected in the faculty's unanimous recommendation to the Board of Trustees that he be appointed to the Edwin W. Hadley Professorship of Law, one of the six endowed chairs at the University.

Thus in 1971 the School was forced to seek a new dean. Determined that there would be no lapse in the high standards set by Dean O'Toole, the President appointed Philip C. Boyd, University Attorney and Special Assistant to the President, as Acting Dean while a committee embarked on a year-long search to find a permanent replacement. In July 1972, John C. O'Byrne, Harvard L.L.B. 1948, and Professor of Law at Northwestern School of Law, became the School's second full-time Dean.

During the next three years under the leadership of Dean O'Byrne, policies instituted under Dean O'Toole were continued. From the beginning the School had been innovative, not simply in its Cooperative Plan

of Education and its curriculum but also in its recruitment policies. Under Dean O'Toole, and even before such an approach was popular, women and minorities had been deliberately encouraged. As a result, by 1970, women represented 48 percent of the enrollment, and by 1975 women represented over 50 percent and minorities represented approximately 10 percent. The first woman law student's newspaper *Pro Se* was founded and published at Northeastern under the administration of Dean O'Byrne, and a chapter of Balsa (Black American Law Students Association) was also established.

The success of all of these ventures is witnessed by a 1978 alumni questionnaire that elicited the response from 96 percent of those who answered that the cooperative experience had been "good," a "worthy, successful part of legal education," with 99 percent stating that they "preferred Northeastern with its co-op plan to a traditional program or a two-year law school in session eleven months a year." The same questionnaire identified the presence of older students and women as significant aspects of the School's atmosphere and mentioned the nontraditional approach with emphasis on public service, and pass/fail grading system as "important ingredients on the School's learning environment."⁵⁹

That this general sense of accomplishment was not merely an in-house assessment is borne out by the consensus statement of the 1978 Inspection Committee of the American Bar Association: "Northeastern Law School may soon be the most highly regarded law school in New England after Harvard and Yale."⁶⁰

6

In 1959 Northeastern had been a primarily undergraduate institution with only a handful of graduate programs. Of the 2,840 students enrolled in such programs, the majority were older, part-time persons, of whom 1,383 were in Engineering, 707 in Business Administration, 246 in Education, with the remainder largely serving as teaching fellows in some area of Liberal Arts. By 1975 Northeastern was offering graduate work in ten different schools: Engineering, Business Administration, Arts and Sciences, Boston-Bouvé, Criminal Justice, Pharmacy and Allied Health Professions, Actuarial Science, Professional Accounting, and Law. Total graduate enrollment had reached almost 6,000, a quarter of whom were full-time regular students.

Mere numbers, however, cannot convey the qualitative change that had occurred in the concept and conduct of graduate programs over that period. Early in its term, the third administration had recognized that only

through graduate education, research, and research training could the University hope to attract topflight faculty, and only through such programs could it enhance its undergraduate programs and fulfill its commitment to a society that was demanding more and more highly trained specialists.

Over the years new programs were tried, new degrees were instituted, and new faculty capable of teaching graduate level programs were added. Significantly, with the exception of those graduate schools that had no undergraduate equivalent, there was no graduate faculty per se, and all faculty were expected to teach twelve credit hours. As graduate courses met less frequently than undergraduate ones, however, contact hours with students were somewhat less for persons teaching upper-level programs. Up until 1964 when Northeastern's calendar changed, teaching assignments on two levels could also entail certain logistic problems. Up until this point undergraduate programs met for four, ten-week sessions with two, five-week summer sessions. The graduate calendar, however, was somewhat more traditional, operating on a sixteen-week semester system with two, six-week summer sessions. In 1964–65 the calendar for the entire University was regularized into four quarters of thirteen weeks apiece, and faculty was at least spared that mathematical wrangle.

During these years the administrative organization of graduate programs also changed but always toward the end of making the delivery more efficient, more effective, more academically competitive. Thus in 1963 the Graduate School had been dissolved to be replaced by a Graduate Division, which gave the programs greater autonomy and allowed for programs that were not affiliated with basic college programs. In 1966 a University graduate council was formed to oversee and coordinate programs, and in 1967 on the retirement of Dean Arthur A. Vernon, who had directed graduate activities since 1958, the various units became even more responsible for the conduct of their own affairs.

As a consequence of concerted effort—a willingness to experiment and to venture outward—graduate education became a major part of the University and much of the academic distinction that Northeastern was to gain at all levels during this period must be attributed to the gains that it made in this area.

X

Research

THE DRAMATIC EXPANSION IN GRADUATE EDUCATION THAT WAS EXPERIENCED IN the 1960s and early 1970s was not surprisingly accompanied by a parallel expansion in research. In fact to divide the two, even in the interest of appropriate subject classification, is an artificial distinction; as Dr. Knowles noted in his inaugural address, "Research and instruction go hand-in-hand, *particularly* at the graduate level of instruction." It is no coincidence, then, that as more attention was focused on advanced education, so also was more attention focused on research: the budget for this area alone went from \$353,000 in 1958 to almost \$5,000,000 in 1975.¹ More significant than the financial figures, however, were the kinds of research that developed, the policies that informed its growth, and the effect that expanded research efforts had on the Institution as a whole.

1

Traditionally, Northeastern, as an undergraduate institution, had not encouraged, although it had certainly not discouraged, individual research projects—especially as these pursuits contributed to the enhancement of the faculty and the increase of opportunities for undergraduates. Signifi-

cantly, however, there was no official recognition of the role of research until 1939.

At that time then Assistant Professor Asa Knowles became Dean of the College of Business Administration and simultaneously founded and assumed the Directorship of a Bureau of Business Research. The Bureau served the interests of research at the University by encouraging undergraduates working with Professor Knowles to become involved in original projects specially designed to broaden their understanding of business principles; to this end, the Bureau created a forum for faculty to discuss and study business problems and provided via its official journal, *Northeastern University Publications*, a vehicle through which faculty, not only in Business but in Liberal Arts and Engineering as well, could publish the fruits of their own scholarly investigations.

If the Bureau was the first step in the official recognition of the role of research at Northeastern, the acceptance in 1940 of teaching fellows working toward their master's in the Department of Chemistry was the second. The projects pursued at this level were relatively unsophisticated; nevertheless, the enrollment of graduate students demonstrated the University's willingness to train young researchers and gave a legitimacy to investigative study as an educational tool—a status that it had not previously enjoyed at the University.

In 1945 the third and perhaps most important of these early steps occurred when the University accepted its first sponsored project. Although this date may be now understood as the beginning of a new era, there is no evidence that contemporaries viewed it as such. Briefly, what happened was that Dr. Carl F. Muckenhoupt, then serving as Liaison Officer with the Office of Naval Research but formerly Chairman of the Department of Physics and a member of the faculty at Northeastern, 1929–1945, directed toward the University a government-sponsored research contract. In terms of money the project was relatively small, involving only \$10,000, but in terms of opening the way for sponsored research as an important aspect of the University's service the effects were considerable.

The first project went well, and a brief three years later, in 1948, the Air Force Cambridge Research Center underwrote four major projects with the Electrical Engineering Department. Professors Martin W. Essigmann and George Pike, who together wrote the proposals, became co-principal investigators and in this capacity recruited Northeastern's first full-time research professor, Dr. Sze-Hou Chang, and three research assistants.² With the advent of the Korean War, the Air Force extended its programs. Professor Essigmann was named Coordinator of Electronics Research to head a new entity called Electronics Research Projects (ERP).

ERP undertook the administration of the new contracts, which by the late 1950s involved a quarter million dollars and faculty in the departments of English, Mathematics, Psychology, and Mechanical Engineering as well as Electrical Engineering.

In the meantime, in-house research was also developing, largely as a result of increased faculty interest and expanding graduate programs. In 1954, the first tentative effort to coordinate all of these endeavors resulted in the establishment of a Faculty Committee on Development and Coordination of Research. Dr. William C. White served as Chairman and Dr. Ralph A. Troupe, whose official title read "Research Professor of Chemical Engineering," served as Secretary. Under their direction a Basic Research Fund was established, which was fed by small amounts from the general unrestricted funds of the University, direct grants from industry, and later by small amounts that reflected the overhead return on government contracts. Although the monies available from the Basic Research Fund were minimal, they served an important function in that they provided seed money for projects that might later be sponsored and made available small grants to members of the faculty to develop promising activities, which because of their nature would not be funded by outside sponsors.

Noteworthy as all these achievements were, by 1959 research was still a very secondary aspect of the University. There were less than two dozen active researchers, including principal investigators, master's candidates, and undergraduate and "co-op" assistants. The total overall budget of \$350,000 covered some thirty-five projects, largely confined to business under the direction of Dr. William H. Miernyk, to chemical engineering directed by Ralph A. Troupe, and to electrical engineering under Martin W. Essigmann.³ Individual faculty members certainly did pursue their own investigations—mostly on their own time—but it would be impossible to say how many were actively involved in intensive work. Certainly the pressure to "publish or perish" was not part of the Northeastern psyche.

This latter fact may seem quite endearing when viewed from the vantage of the early 1980s. However, Dr. Knowles, on returning to Northeastern for orientation in the fall of 1958, soon became aware that many members of the faculty, particularly the younger members and those in science and technology, were growing increasingly anxious about the limits being imposed on their own careers by the lack of active support for research at Northeastern. The research policy pertaining at that time had been explicitly articulated by Dr. Ell in the spring of 1957, when he had expressed his view of Northeastern as "primarily a teaching institution." He had gone on to say that accordingly the administration encouraged research and other activities "only to the extent that they increase effi-

ciency and effectiveness in the teaching process.”⁴ While such a policy was justifiable in light of the kind of institution Northeastern was, the President-Elect felt it might deserve some reassessment in light of the kind of institution Northeastern could become.

Basic to Dr. Knowles’s reaction was his recognition that were Northeastern to extend its programs, particularly to the doctoral level, it could hardly do so without providing facilities to train young researchers. Further, it could not hope to attract top-level scholars capable of leading such programs without offering them the opportunities to pursue their own professional investigations.

This latter point was brought home in 1960 when the President authorized Dean William T. Alexander of the College of Engineering to make four top-level positions available in the Department of Physics as a preliminary to the introduction of Ph.D. studies. As pointed out in Chapter VIII, both Dr. Roy Weinstein and Dr. Marvin H. Freidman, the first two men to accept these positions, made it quite clear that, although they were intrigued by the challenge of setting up a doctoral program, they could not consider the appointments unless Northeastern’s offer conformed to the U.S. norm for research professors—namely, one-half to one-third released time for their own investigations. Significantly, Northeastern did not hesitate.

This, however, is to get ahead of our story. In 1958–59 the second factor contributing to Dr. Knowles’s feeling that Northeastern must reassess its research attitude was his perception of the national situation and his concern for the University’s role in relation to that situation. Since World War II, when the federal government had first discovered the universities as a source of research, government funding for these activities had increased substantially. Although this funding had flagged somewhat directly after 1945, it was revived again with the heating up of the cold war, and both Presidents Truman and Eisenhower allocated heavy appropriations for research, particularly in the physical and biological sciences considered essential to the national welfare. The launching of Sputnik on October 4, 1957, sparked even greater concern. The National Aeronautics and Space Agency was established in October 1958, and shortly thereafter an Advanced Research Projects Agency was set up to coordinate the ever-expanding government expenditures in the research area. The numbers involved are indicative: In 1940 federal support of research was \$75,000,000; by 1960 it had risen to \$8,000,000,000, with approximately 10 percent of that amount allotted to universities.⁵

Thus, from the point of view of Northeastern’s obligation to the country, from the point of view of its own stature as a university, and from the

point of view of financial expedience, it became imperative that the University review its research position. In the winter of 1958, then, Dr. Knowles encouraged President Ell to establish a Dean of Research Administration at Northeastern, and Dr. Carl F. Muckenhoupt left the Office of Naval Research Administration to assume that post. His charge was to devote "full time to the promotion, encouragement, and coordination of all research projects."⁶

Although the appointment had occurred within the last months of Dr. Ell's administration, it had been promoted by Dr. Knowles and, in this sense, gave a clear indication that the review had been made and a new course charted. Significantly, within two years sponsored projects jumped to \$1,400,000, eliciting the comment from Dean Muckenhoupt that "perhaps the greatest difficulty facing a college or university undertaking sponsored research on a sizable scale is that of recognition. . . . I am happy to report that Northeastern is now well recognized as having a large research potential and an administration favorable to research. Sponsoring agencies are becoming increasingly aware of our research capabilities."⁷ During the same period the University also began its first moves to introduce doctoral-level programs in chemistry, physics, and electrical engineering, ultimately approved to begin in the fall of 1961 (see Chapter IX). From the combination of these efforts—the coordination and encouragement of research and the retention of new research faculty—dates the opening of modern research development at Northeastern.

In late 1961 Dr. Muckenhoupt expressed his desire to return to full-time teaching. Professor Martin W. Essigmann, who was still serving as head of the Electronics Research Project (ERP), at that time the largest research unit at the University, was appointed his replacement, with the shortened title, Dean of Research.

Under Dean Essigmann, the ERP was expanded and developed and later renamed the Office of Research Administration (ORA). Its main function was to assist the faculty in the procurement of grants and contracts and to administer their operation. The duties of this office were complex and all-encompassing. They included encouraging and assisting faculty members to prepare proposals, maintaining close liaison with the Provost and Financial Officer in the development of research budgets and the authorization of the disbursement of grants and contracts, supervising the administration of all sponsored research programs, and managing the Basic Research Fund.

These tasks were no simple undertaking; nevertheless, the effectiveness of the operation was soon demonstrated as a few comparative figures indicate. During the 1961–62 fiscal year, a total of \$1,800,000 was expended

on research sponsored by the National Science Foundation, the U.S. Air Force, the U.S. Army, the Commonwealth of Massachusetts, the U.S. Department of Health, Education and Welfare, and Northeastern's own Basic Research Fund. Thirty-five projects were sponsored by grants from organizations outside the University and 26 by the University itself. By 1966 there were 68 sponsored projects spread over 21 funding agencies with a total annual expenditure in excess of \$3,000,000. Twelve years later these numbers had swelled to approximately 130 sponsored programs spread over 25 funding agencies for a total annual expenditure of \$7,700,000.⁸

2

Between 1959 and 1975 research projects were developed at Northeastern in almost all departments. This is not surprising in light of the growth of graduate studies, which by 1975 had reached almost fifty programs on the master's and doctoral levels as opposed to nineteen a decade and a half earlier. Nor is it surprising in light of the new encouragement given to research during this period as described in the previous section.

Nevertheless, the major projects—that is, those that involved more than one or two individuals and elicited money and attention from outside organizations—generally fell into only a few areas: science, social science, and business, and, later in the decade, health science and cooperative education. Most heavily involved were the following: the departments of Biology, Chemistry, Mathematics, Pharmacy, Physics, Sociology, Anthropology; Chemical, Industrial, Electrical, Civil, and Mechanical Engineering; the Center for Continuing Education; and the Bureau of Business and Economic Research. In light of the University's own history and the national priorities, these facts are not, of course, surprising either.

At Northeastern the departments of Chemistry, Electrical Engineering, and Physics had all been involved in the University's first major sponsored contracts. Historical precedent thus favored development in these areas, and throughout the period projects in these fields continued to command the majority of the funding. In addition, particularly early in the decade, national interest was predominantly focused on problems that fell within these areas. A quick glance at some of the University's largest sponsored projects for 1959–60—communication theory, rocket telemetry, particle damage to the surface of space vehicles, and energy for space travel—reflects this interest.

Later in the decade, such projects as those on water pollution and water quality at the Edwards Marine Science Institute, and those on the effect of industrial attrition on the state's economy under Electrical En-

gineering and Economics, tended to reflect a more sociological and environmental concern. At all times, however, the research undertaken by the University would consistently demonstrate a close correlation between national interests and University strengths. To fully appreciate the scope and contribution of Northeastern's research, however, it is necessary to look at least briefly at some of the specific projects that were being undertaken.

Science Research

By 1962 when Professor Martin W. Essigmann took over the Office of Research Administration, by far the largest slice of the research pie was being allotted to his Department of Electrical Engineering. This was directly attributable to the continuation of the long-standing research in communications, which was being funded by the Air Force Cambridge Research Laboratories and which provided major support for doctoral candidates in Electrical Engineering. Other research in the Department included work on night and day airglow, micrometeorite detection, and ion density profile determinations as well as investigations of antennae in the presence of plasmas, the analysis of complex systems, and the fundamental characteristics of larynx signals.

The formidable sound of these programs alone serves to suggest, even to the layman who cannot really hope to fathom their full meaning, that the Department by this point was involved in complex and far-reaching projects relevant to national interests. It is an insight that is corroborated by the list of sponsoring agencies, which included the National Aeronautics and Space Administration (NASA), the National Science Foundation (NSF), the Department of Health, Education and Welfare, and the U.S. Armed Forces, to name only a few.

Other major projects were being conducted under the Department of Physics. For example, Professor Roy Weinstein of that Department was serving as the principal investigator in a project using the Cambridge Electron Accelerator, the highest energy accelerator of its type in the world, to demonstrate the validity of certain fundamental laws of quantum electromagnetism. Other projects in Physics, which again to the layman have the ring of science fiction but more aptly illustrate the national interests of the period, included research in nuclear spectroscopy, plasma diagnostics, high-energy collision phenomena, and magnetic field problems in astrophysics.

Simultaneously, new investigations were also beginning in Chemistry.

Dr. Karl Weiss, who had come to the University in 1961 to help in the development of that Department's doctoral program, was particularly instrumental in developing contracts in the areas of photochemistry and spectroscopy. At the same time, the Department of Mechanical Engineering began work on problems of thin films of silicon and mathematical models for describing metal alloys.

The point, however, is not to boggle the mind of the reader with a litany of projects but only to indicate that by 1962 the departments of Physics, Chemistry, and Electrical and Mechanical Engineering were involved in highly sophisticated research projects that commanded over half of the research budget and that ultimately necessitated the establishment of new facilities, such as laboratories in the Mugar Life Sciences Building, the Dana Research Center, Hurtig Hall, and vast areas of the United Realty Building. It was an involvement that would continue over the next dozen years. By the 1970s the Physics Department was at work on a project in Elementary and Particle Physics under the sponsorship of the NSF, and the Chemistry Department was exploring Gas Chromatography under a grant from the National Institute of General Medical Science.

At the same time research projects in other departments of science were also flourishing. In 1967 the Center for Continuing Education was awarded a grant of \$64,000 by NASA to conduct a summer Faculty Fellowship Program with the NASA Electronic Research Center in Cambridge. In that same year the Department of Mathematics received a \$44,000 grant from NSF for research in ergodic theory, convex complex manifolds, and differential topology. Some of the most dramatic research developments took place under the Department of Biology in conjunction with the Department of Chemistry and later with the Department of Civil Engineering.

In the mid-1960s, for a variety of reasons, Northeastern had become interested in marine science research (see Chapter XX for details of this development). As a consequence, in 1966 the University acquired property in Nahant, Massachusetts, which was dedicated in 1969 as the Edwards Marine Science Institute. The facility, one of the few in the country owned by a university and operated year-round, allowed for sophisticated research into problems of marine zoology, marine microbiology, and ocean chemistry. A unique feature of the Institute was that it faced the clean sea water of the Atlantic Ocean to the north and the polluted water of Boston Harbor to the south. Thus, as ecology became an increasingly important national concern, Northeastern was able to add research into water quality and water pollution to its roster of research programs. By 1970 the Institute

was attracting scientists from around the world. Papers by members of the departments of Chemistry, Biology, and Civil Engineering were appearing with regularity in scientific journals, and master's and doctoral theses, not only by Northeastern graduates but by graduates from Tufts and Harvard, were being written on material investigated at the facility.

Expansion in research under the Department of Biology, however, was not limited to marine studies. In 1967 the University acquired a substantial holding—the Cummings estate, including a greenhouse—which was adjacent to its suburban campus in Burlington. The property subsequently was called the Northeastern University Burlington Botanical Research Institute. The greenhouse, which alone comprised some 10,000 square feet, contained a permanent garden of tropical plants, a collection of plants having specific economic value, and a unique geranium and begonia collection. With this acquisition, new opportunities for botanical research opened up. So impressive, in fact, was the facility and the opportunities it provided that not only Northeastern but a host of local colleges and universities, such as Wellesley, Harvard, and MIT, sent their graduate students to “The Greenhouse” for certain advanced research projects.

While this brief summary does not comprehend all the projects that took place in the area of pure science during the period, it does at least indicate the range and scope of some of the research programs to which the departments of Biology, Chemistry, Mathematics, and Physics as well as departments in Engineering and Continuing Education contributed their energies.

Social Science Research

If investigations directed toward the end of increasing scientific knowledge in areas most directly related to national interests occupied the forefront of the University's research attention between 1960 and 1975, investigations directed toward the end of increasing knowledge of social behavior and social structures did not lag far behind. The first major concerted effort in this direction began in 1961–62 with the establishment of the Northeastern University Social Research Institute (NUSRI), which had as its expressed purpose “to facilitate the handling of contracts between the University and sponsors of research in the community.” The potential areas of investigation were seen as education, health, urban renewal, and juvenile rehabilitation. Plans were laid for the development of cooperative research with such local agencies as Action for Boston Community Development and the National Conference of Christians and Jews.

The NUSRI also endorsed certain specific faculty research projects.

For example, Professor Antonio L. Mezzacappa in the Modern Language Department completed a study in 1961 on the "Effectiveness of Teaching Machines for Instruction on Foreign Language Expression." In addition, the NUSRI endorsed three other independent studies in the area of nineteenth-century political and social thought.⁹ Although the Institute itself proved relatively short-lived, the kind of projects that it had envisioned investigating were subsumed under the aegis of other areas in the University. In this sense, then, the Institute may be seen as an early effort to give legitimacy to research in certain kinds of social problems but particularly those that had immediate relevance to the community.

Another Institute begun during this period and destined to have a far-reaching effect on the research pursuits of the University was the Vocational Rehabilitation Administration Regional Research Institute. Opened on November 1, 1963, with a grant of more than \$48,000 from the VRA, its purpose was "to further the development of research which will lead to more effective solutions to the problems of motivation and dependency as they relate to the rehabilitation of the disabled." Under Director Reuben J. Margolin, Associate Professor of Social Sciences and Director of Research, and Dr. George J. Goldin, Associate Professor of Social Sciences, the Institute was also designed to serve the Rehabilitation Offices of the New England States and by "cooperative research and consultive relationships to help state and private rehabilitation agencies with urgent problems."¹⁰

By 1966 the Institute had received grants totaling \$269,000 from the VRA of the Federal Department of Health, Education and Welfare. The Institute had also published three studies dealing with the problems of what keeps a patient dependent and how such a person can be motivated to break that dependency. A study designed to help deaf students cope with problems in attending college for the normal hearing was also under way. At this point the Institute and certain rehabilitation-related academic degree programs in the College of Education were brought together to form a totally new Department of Rehabilitation and Special Education. Within this new organizational structure plans were made to broaden research ventures. New grants were awarded, such as one from the VRA for \$18,000, and one from the Epilepsy Foundation to study psychosocial needs of adolescent epileptics.

In 1969 a grant of \$400,650 was made available to the University by the Department of Health, Education and Welfare for a series of dependency studies in welfare agencies, hospitals, sheltered workshops, and state rehabilitation agencies. Another \$90,000 grant from the same source went into a study of the physically, mentally, and severely disabled. By 1970-71 two graduate-level degrees, the master's and the Certificate of Advanced

Graduate study, were available in the field of rehabilitation, and students as well as faculty could now avail themselves of, and contribute to, the research opportunities of the Department.

A third research group that began work during this period was the Russell B. Stearns Study. In 1961 Mr. Stearns, a longtime member of the Northeastern Corporation and Board of Trustees, had been twice the victim of minor but disconcerting experiences at the hands of unruly adolescents. A gentle Boston Brahmin type, schooled in the proverbial virtues of old New England, Mr. Stearns was appalled by what he saw as "a continuing decay of values among the young," and wondered aloud to Dr. Knowles if, in fact, his "observation was correct and what if anything could be done?" Out of this wonder grew the Russell B. Stearns Study, designed for the express purpose of examining the ethical and social standards of college youth. The research, financed through the generosity of Mr. Stearns, began in January 1962 with Dr. Charles W. Havice, Professor of Sociology and Dean of Chapel, serving as Director. In 1966 Dr. William J. Bowers, who had gained a national reputation for his research project on "Student Dishonesty and Its Control in College," was recruited from Columbia University to become Director of Research of the Study, while Dr. Havice became the Chairman.

In 1965 the first fruits of the project, a report based on information gathered through the cooperation of fifty colleges and universities, was published as a booklet entitled *Stepping Stones or Stumbling Blocks* by Joy D. Winkie. A year later a second report followed: *Campus Values*, edited by Dr. Havice and based on a survey of over a thousand students from one hundred colleges, who had responded to questionnaires dealing with academic dishonesty, sex, and social ethical issues. Adopted as an orientation handbook at many colleges and universities, *Campus Values* enjoyed wide readership and was subsequently republished in 1968 and 1971. In the early 1970s, following the formation of the College of Criminal Justice, the Stearns Study was dissolved on grounds that many of the areas of its concern overlapped those of the new College; subsequently Dr. Bowers moved to the staff of that College, where he became Director of its Social Science Research Programs.

In 1973 still a fourth Social Science Institute Study, the Institute for Chemical Analysis, Application, and Forensic Science, was established at Northeastern, with Dr. Barry L. Karger, recipient of the Alfred E. Sloan Fellowship for 1971-73 and well-known professor of Chemical Analysis, as its Director. Designed to bring together faculty from several of the University's colleges in an interdisciplinary research environment, its overall aim was the "development and application of chemical analysis

and instrumentation to problems of social relevance, with special emphasis in the area of forensic science."¹¹

Although all of the above-cited activities involved departmental faculty, particularly those in sociology-related fields, they were initially begun as extra-departmental research activities; this is not to imply, however, any paucity of research within the social science departments themselves. One of the most active of these departments was Psychology, which by 1962–63 was well launched into two major projects—one on the summation of loudness in impaired ears and another on the modification of the visual threshold under hypnosis. In 1965 the Department received a \$73,000 NSF grant for development in graduate programs, and that same year new laboratories in the Mugar Life Sciences Building and the United Realty Complex were provided for research in physiological psychology (with emphasis on primate research), electroretinography, and psychophysiology. With the addition of the doctoral program in psychology in 1966, research received an even greater stimulus, which continued throughout the period.

With the reopening of the Law School in 1968, a new channel for social science-oriented research became available. And in 1969 that School received \$31,314 from the National Endowment for the Humanities (NEH) for research as well as for initiation of formal courses to deal with legal problems related to population control. In the meantime, the Center for Continuing Education, which had also initiated earlier research projects in the sciences, became responsible for introducing "programs for academic improvement which would have immediate social relevance."¹² A by-product of this effort was the Center's administration of the Upward Bound Program, which was designed to help disadvantaged students realize their academic potential. Begun in 1968, the Program was supported by the U.S. Office of Economic Opportunity.

As indicated above, the University's research efforts in the areas of science and social science were complex and varied. Studies covered a wide range of subjects. In fact some of these studies, such as rehabilitation, might as easily have been included under the next category, research in health sciences. The phenomenal growth in this latter area, however, seems to justify a separate category for this field even at the risk of some overlapping and perhaps repetition.

Health Sciences

Between 1959 and 1975, academic programs related to the health sciences had expanded rapidly at Northeastern. In 1960 the University had offered only a few, generally experimental, courses in the area, largely

under the aegis of University College or the Office for Adult and Continuing Education. By 1975, however, health sciences had become a major field at Northeastern with programs provided in all the basic colleges as well as in University College, the Center for Continuing Education, and the Forsyth Dental Center (see Chapter XIII). As a complement and sometimes as a stimulus to the growth of these programs, there had also sprung up a series of research projects that had as their objective the exploration and discovery of material relevant to health problems.

As early as 1962, the departments of Electrical Engineering and Chemistry had been involved in a project to study the application of lasers in medicine, and by 1964 this investigation had burgeoned into an examination of the biological effects of laser radiation. That same year Northeastern's ability to handle research projects in health-related fields was further recognized when the University was awarded a \$200,000 grant by the U.S. Public Health Service to cooperate with Boston State Hospital in a four-year study of nursing homes as treatment resources for the rehabilitation of mental patients.

In spite of these early ventures into health science research, the faculties in health science fields did not really become the recipients of any significant research support until 1966 when three substantial grants were awarded to the College of Pharmacy by the drug industry for explorations in that field. As if this action triggered the "necessary recognition" of which Carl F. Muckenhoupt had spoken earlier, other grants rapidly followed, with the College of Pharmacy receiving a consistent portion throughout the years. In 1966 the Division of Health Sciences was organized at Northeastern to bring together into one category many of the programs dealing with health. Although the administration of these programs remained under the various units that had developed them, the Division created at least a semblance of a central coordinating structure. The efficacy of such an organizational pattern was soon established, when in 1969 Allied Health Professions Educational Improvement awarded the Division \$106,246 for "research and study in dental hygiene, medical technology, and physical and respiratory therapy."¹³ In the meantime, other health-related projects, such as the investigation of mental patients in nursing homes and the studies on psychosocial needs of epileptic patients mentioned above, further added to the roster of health research projects. Altogether, the amount of research undertaken in the interest of health science between 1960 and 1975 represents an impressive figure and serves as an appropriate indication of how far the University had advanced in the development of its capabilities in that area during the period.

Business Research

Concurrent with the expansion of research in the fields mentioned earlier was the development of research in business-related areas. In 1939 Northeastern had become the first private institution in the country to establish a Bureau of Business Research under its College of Business Administration. At that time Asa S. Knowles was Dean of the College, and it was under his direction that the Bureau became responsible for coordinating research efforts in that field and for a University research publication. Following Dr. Knowles's move to Rhode Island, the Bureau languished briefly, and it was not until after World War II, when the growing need for managerial skills placed a new emphasis on the general field of business, that it was revived, now as the Bureau of Business and Economic Research.

In 1952 Dr. William Miernyk was appointed Director of the reestablished Bureau, and by 1959 when Dr. Knowles returned to Northeastern, it was already deeply involved in several research projects dealing particularly with managerial accounting for small business firms and in a series of studies on business-related fields. In 1961, to the regret of his colleagues who had wholeheartedly appreciated his leadership, Dr. Miernyk left Northeastern to respond to the challenge of establishing a totally new Bureau of Business and Economic Research in Colorado, and Dr. Dean S. Ammer assumed the role of Acting Director, 1961–62, and full-time Director, 1962.

During the early 1960s, projects under the Bureau proliferated. Thus, for example, in 1962–63 the Latin American Division (Alliance for Progress) of the Agency of International Development gave the Bureau a \$110,000 grant for a two-year economic study. The study, under the direction of Morris A. Horowitz, Chairman of the Economics Department, called for the gathering of data from Latin America, Europe, Japan, and India. These data were to serve as the basis for tables and charts that would assist developing nations in determining their manpower needs and in training and educating their personnel to meet those needs. Subsequently, the project developed into part of the Economics curriculum, and it then became possible for students to choose a specialty in international economic development. Shortly after this, the Pan American Union and the Latin American Division of the Ford Foundation, impressed by the Department's grasp of this area, made available special fellowships that would allow Latin American students to attend Northeastern. Meanwhile the Bureau was developing other projects, including one in 1964 on Automation in Foundries, and simultaneously continuing the publication

of a monthly series, *Business Topics*, designed as a service to companies involved in cooperative education programs.

In 1966 the Department of Economics moved from the College of Business Administration to the College of Liberal Arts (see Chapter VIII). The move presented some problems in the logistics of staffing and administering the Bureau, which now found itself caught between two colleges, and by the early 1970s the Bureau had all but disappeared. This is not to suggest, however, that research in the fields of business and/or economics flagged. Economic studies continued to flourish in their new home, invigorated especially by the addition of doctoral programs in 1967. At the same time faculty research productivity in the College of Business Administration also expanded. In fact, by 1973 both sponsored and individually initiated research projects in business had reached an all-time record. By this date approximately ten members of the full-time Business faculty were involved in five different sponsored projects for a total funding of more than \$60,000, while roughly ten to fifteen others were working on unsponsored projects of sufficient import to have warranted publication or the promise of publication.¹⁴

Throughout its history, the Bureau of Business and Economic Research at Northeastern had operated on a much smaller scale than comparable organizations in many state universities; nevertheless, it had proved consistently successful in attracting support from both agencies of the federal government and private foundations. Even after the Bureau's demise, investigations in these fields continued unabated. Although at no time did either Business or Economics command the high percentage of research money that was allotted in Northeastern's budget to the sciences and closely allied disciplines, there was never any shortage of either funds or opportunities for those interested in undertaking projects in these areas.

Research in Cooperative Education

In 1964, under continuing pressure to provide information, consultant services, and research on the Cooperative Plan of Education, Northeastern embarked on still a fifth area of research. At that time Dr. Knowles reorganized the Department of Cooperative Education into a Division of Cooperative Education and a Center for Information and Research. The function of the latter unit was to "supplement work being carried on by the National Commission for Cooperative Education and to stimulate and conduct research in the expansion, development, and improvement of cooperative education."¹⁵

In 1967 the Ford Foundation contributed \$375,000 to be matched by the University for an endowed research professorship in cooperative education, and the following year Dr. James W. Wilson was appointed to this post. Under Dr. Wilson, the Center assumed its definitive shape and undertook a variety of research activities including both ongoing and special interest projects. Included among the ongoing projects were an annual census of the undergraduate cooperative education programs in the United States and Canada and the publication of an annotated bibliography of cooperative education literature, the *Cooperative Education Information Clearinghouse Index*.

In the category of special projects, the Center began a series of studies on topical issues directly related to the cooperative experience. By 1969 four of these projects had already been completed. A study of research in cooperative education served as the basis for a paper delivered at the American Society for Engineering Education at Pennsylvania State University. The results of the remaining projects on student-coordinator relationships, compensation to cooperative students, and a survey of cooperative programs—the latter two conducted on behalf of the Cooperative Education Association and the Cooperative Education Division of the American Society for Engineering Education—were subsequently published in the *Journal of Cooperative Education*. By 1975 the results of other studies dealing with such problems as (1) the impact of the cooperative experiences on student attitudes, values, and interests, (2) the career development of “co-op” and non-“co-op” alumni, (3) a survey and analysis of the physically handicapped student participating in cooperative education, and (4) institutional factors that contribute to or impede the development of a viable cooperative program, had resulted in twenty-six other publications, while easily another half dozen were in the process of completion.

In addition to its research activities, the Center staff also provided data on the structure and characteristics of known cooperative education programs in the United States and Canada, assistance in areas of educational research methods, evaluation of cooperative education programs, and a telephone advisory service to make referrals, answer questions, and offer other information. During the same period, although not under the aegis of the Center, Dr. Knowles also completed his own editorial work on a *Handbook of Cooperative Education* (San Francisco: Jossey-Bass, 1971)—an undertaking that brought into one volume the work of experts in the various areas relevant to cooperative education. The newest addition to

Northeastern's research efforts thus rapidly proved to be particularly fruitful, filling a very real gap in the general knowledge of educational processes in the country.

Other Areas

Although this chapter indicates some of the major areas of research conducted at Northeastern between 1959 and 1975, it in no way takes into account either all or, in fact, most of the important projects that were undertaken in those years. A survey conducted in 1978 showed that by this time research and publication had become as important an element in determining faculty advancement and tenure as it was at every other major university. The bibliography of Northeastern's staff thus covers not only additional investigations in the areas mentioned above but seminal works in education, history, law and law enforcement, nursing, literature, recreation, political science, and therapy. A perfect example of the range and scope of such research was a project undertaken by President Knowles himself in 1973. The project, which involved a massive investigation of higher education as it existed throughout the world, was published as a ten-volume *International Encyclopedia of Higher Education* by Jossey-Bass in 1977. The first such work of its kind, it brought together basic information on postsecondary education in countries around the world on academic disciplines and fields of study, and on major problems confronting universities and colleges.

3

The effect of the phenomenal growth in research at Northeastern between 1959 and 1975—in the number of projects and the monies involved—cannot be overestimated. In physical terms alone research helped to change the face of the University. The process of this transformation began as early as 1960 when a \$42,000 grant from the Atomic Energy Commission allowed the University to establish its first nuclear reactor facilities (see Chapter III). From this point on, the construction of research facilities hardly ever stopped.

In 1963 the Mugar Life Sciences Building was completed with space for research laboratories in pharmacy, psychology, and chemical engineering. In 1965, the new Mary Gass Robinson Hall opened with laboratories for biology research. That same year a \$900,000 grant, awarded to Northeastern by the National Science Foundation, made possible the construction of a physics and electrical engineering research building, the

first building on campus devoted wholly to research. It was dedicated in 1967 as the Charles A. Dana Research Center.

In 1967 the Cummings Greenhouse, adjacent to the suburban campus in Burlington, was acquired for botanical research. In 1968 Edward Hurtig Hall was completed with research facilities available for chemical research. In 1969 the David F. and Edna Edwards Marine Science Institute, the only such marine laboratory owned by a private institution in the country, was officially dedicated in Nahant, although its facilities had been in operation for several years. In 1973 the Amelia Peabody Health Professions Center, which would encompass health service research facilities, was begun. And this litany of acquisitions and construction does not even take into account the multimillion-dollar refurbishing that went on, particularly in the United Realty Building, to accommodate research projects. Most of these projects were at least partially financed through government grants and contracts, although considerable funding also came from foundations and private individuals. In any instance, they reflect the importance that the outside world attributed to Northeastern's research efforts.

Far more profound, however, than any physical changes was the effect that scholarly investigations had on the overall academic environment of Northeastern, both in terms of programs and personnel. Hand in hand with research went the development of the doctoral programs (see Chapter IX). Furthermore, many of the research projects described above served to generate new programs within the colleges, such as the Department of Rehabilitation and Special Education in the College of Education, which had as its source the work initiated by Dr. Reuben J. Margolin and Dr. George J. Goldin.

No less real was the effect that research had on the faculty. In 1959 there was no released time for scholarly investigation, no sabbatical programs, and less than 27 percent of the permanent full-time teaching faculty, roughly 180 persons, held the Ph.D. By 1961 the first research contracts, in keeping with the U.S. norm for research professors and allowing for released time, had been negotiated. By 1962 a sabbatical leave policy that encouraged faculty members to develop their professional skills had been instituted, and by 1975 almost two-thirds of the full-time faculty, now approximately 600, held a terminal degree. Much of this change had been the direct result of Northeastern's desire to attract young professionals interested in the development of their own professional skills as well as teaching.

In effect, the expansion of physical facilities, including the number and quality of library holdings as well as the increase in research faculty, had changed the character of Northeastern. While the Institution had

always been dedicated to the transmission of knowledge, now it also had the opportunity to explore and push back the frontiers of knowledge. As a consequence, the position that Northeastern held, not only vis-à-vis other higher education institutions but also business, industry, and the federal government, was subtly altered. With the assumption of major research grants and contracts, Northeastern achieved a new image—that of a major and mature institution whose role on the educational scene could no longer be considered casually.

While the development of Northeastern's research capabilities brought the Institution kudos, it also inevitably brought new problems. Only the foresight of Dr. Knowles, Dr. White, and those members of the staff most directly concerned with the formulation of research policies served to offset many of these problems before they could become major issues. Thus the decision to focus on basic rather than applied research, which was historically conditioned by Northeastern's commitment to undergraduate teaching, was to render irrelevant to Northeastern many of the late 1960s student protests that the universities were acting in complicity with government and industry in the design of war machinery.¹⁶ Similarly, the decision in the mid-1960s to cut back, and subsequently cut out, classified contracts made the charge of complicity even more remote. As a result, Northeastern was spared many of the demonstrations that were to wrack similar institutions at the height of the antiwar fever, and it was entirely spared those fiery invasions into private offices and facilities that specifically focused on purging the university of projects that the students felt contributed to the continuation of the war.

An even thornier problem, however, than classified versus unclassified, than applied versus basic research, was the problem of how great a total commitment to research the University wanted to make. At the beginning of the decade the question was moot—at this stage the main concern was simply initiating research. By the end of the decade, however, the size of commitment had become a real issue. Across the river, Harvard, at the height of government subsidies and pressure for research, was allocating 30 percent of its budget to research endeavors, and this was considered conservative in relation to what similar institutions were according to the same pursuits.¹⁷ By the late 1960s, however, Northeastern was already considering a cap on its own research expenditures, which hovered somewhere in the area of 5 to 9 percent of the total budget.

The reasons informing the University's reluctance to simply continue expansion *ad infinitum* were essentially both economic and prudential. Although many laymen automatically assume that sponsored grants and contracts constitute so much gravy for the universities, the fact is that

while they may meet all the direct expenses of a given project, the portion allotted to overhead may cover as little as 50 percent of the actual overhead cost. In other words, a university must be prepared to make up the difference and to sustain running expenses. Customarily these costs involve heating, lighting, clerical equipment, and extra work for the personnel office, the budgeting office, the payroll office—particularly if the project is large. Very often a research project may involve totally new or at least extensively refurbished space.

During the 1960s when the University was expanding, all of these problems, and particularly those relating to facilities, could be subsumed into the total problem of expansion. The space to accommodate laboratories and offices for research projects was thus automatically included in the overall design of new buildings, and expense was justified on the grounds that the new facilities relieved space in other buildings sorely needed for growing undergraduate programs.¹⁸

In addition, such highly sophisticated accommodations as steel-framed sound and control rooms for research and graduate training in psycho-acoustics and audiology, air-conditioned and weather-controlled rooms for animal (particularly primate) experiments, and shielded rooms for nuclear and electrical engineering projects were all a part of the necessary resources of a modern fully equipped university. Northeastern, of course, welcomed sponsored research projects that would contribute, even minimally, to the cost of their acquisition.

By the end of the 1960s, however, the University had largely completed its immediate expansion aims, at least in terms of academic buildings and support staff. Thus any project that entailed extensive overhead would automatically put new strains on the budget and possibly divert funds from other high priority needs. This at least was the view of Dr. Arthur Fitzgerald, Dean of Faculty, who was responsible in the late 1960s for the overall supervision of academic and research programs. Dean Fitzgerald's view was by no means unanimously shared by all members of the faculty and gave rise to some heated arguments in the Faculty Senate, which was the forum for such discussion. Nevertheless, his point that all those currently interested in pursuing projects could be accommodated under a 5 to 9 percent expenditure and that any further expansion would inevitably be reflected in increased tuition gave pause even to those most dedicated to the principle of ever-increasing research growth.

A further argument, and in a sense the one that tipped the scale in favor of limitations, was Dr. Knowles's perception of the national economic situation. That government subsidies could not endure forever and that a university with a relatively small endowment might easily find itself

overcommitted both in terms of faculty and facilities were such outside funds to disappear, figured strongly in his own support of placing limitations on Northeastern's research expansion. And by the end of the 1960s, although such a policy was an anomaly in a world where expansion was still a popular byword, Northeastern determined to place limits on research expenditure. Subsequent events of the 1970s proved that the policy had been both economically and prudentially sound. Thus, while Northeastern deliberately chose not to commit itself to research on quite the grand scale that characterized the commitment of some of its sister institutions, it also chose during this period to commit itself to research, at least to the degree where its endeavors could be seen as competitive in certain areas—science, social and health sciences, business—and unique in one area, research in cooperative education. As a result, by 1975 Northeastern had achieved a position of some eminence in the world of research and had well earned "recognition of its capabilities" of which Dr. Muckenhaupt had so glowingly spoken only a dozen years before.

XI

Continuing Education

AT THE SAME TIME AS NORTHEASTERN BEGAN TO EXPAND ITS DEGREE-GRANTING programs and its research capabilities to meet the accelerating demands of the 1960s, it also began to expand its nondegree adult, part-time education programs. Northeastern, of course, had always been committed to providing supplementary education to persons less concerned with the accumulation of academic credentials than with the acquisition of new skills in areas in which they were already employed or wished to be employed. Some of the Institution's earliest schools—the 1903 Automobile School, the School of Advertising, the School of Applied Electricity and Steam, even the 1907 School of Commerce and Finance—had been designed with just this commitment in mind. It was not until after World War II, however, when the needs of an increasingly complex industrial, technological, managerial society began to proliferate, that Northeastern started to rethink its noncredit adult education programs, and it was not until 1960 that groundwork was laid for continuing education to become one of the most prominent features of the new University.

1

The immediate antecedent to what would develop in the 1960s into Northeastern's Center for Continuing Education was the Bureau of Busi-

ness and Industrial Training, which was established at the University in 1954 and which in the sophistication and comprehensiveness of its offerings, as well as in its philosophical orientation, supplied the model on which the later Center was to be built.

The Bureau itself could trace its roots to the Engineering, Science, and Management War Training (ESMWT) program introduced on the national scene in October 1940, as the Engineering Defense Training Program. At that time Congress, eager to counter a continuing shortage of engineers with specialized training in fields essential to national defense, had authorized a system of short, intensive college-level courses to be given by engineering schools throughout the country. Northeastern's courses began January 1941, and were of two types: (1) part-time evening courses of a refresher or upgrading nature intended for men with some engineering training to make them more useful in the defense effort, and (2) full-time day courses of a preemployment nature designed to train additional men to work in defense industries. So successful was Engineering Defense Training that in July 1941 Congress appropriated additional funds for expanding the program, which now came to include courses in liberal arts and business management and was rechristened Engineering, Science, and Management War Training.

In 1945 ESMWT was terminated at the national level. Northeastern, however, acutely aware of the appropriateness of this type of education to the fulfillment of its own commitments, determined to continue at least the essence of the program. Thus the Evening Division began to offer certain intensive and highly specialized college-level courses that would aid in training persons employed in local business and industry to deal with specific company and/or professional problems. In 1954 these courses were organized under the jurisdiction of the Bureau of Business and Industrial Training, which provided such nondegree programs not only on campus but within companies themselves. During the postwar period, the Division also offered a series of certificate, or diploma-granting, institutes and sponsored special forums. Thus the Labor Relations Institute opened in 1945 to promote "harmonious understanding of the principles of labor and industrial management," and in 1953 a Federal and a State Tax Forum, designed as a service to tax practitioners of New England and cosponsored by public accounting associations, went into operation. By 1958, when Dr. Knowles returned to Northeastern, the University's commitment to non-degree, part-time programs for professional adults was already well known.

Dr. Knowles was, of course, thoroughly familiar with this kind of education. Between 1942 and 1946, as Director of General College Extension at the University of Rhode Island, he had managed that institution's

ESMWT, shaping it into one of the foremost programs in the New England area. (Paradoxically, Rhode Island's chief competitor was Northeastern's own ESMWT, under the direction of Dr. Albert E. Everett.) Furthermore, as Professor of Industrial Administration at the University of Rhode Island, Dr. Knowles had not only had extensive experience with labor relations and tax programs but had also developed a wide network of acquaintances in those areas. He was, thus, both aware of and sympathetic to the kind of advanced professional training that was being offered at Northeastern; perhaps even more important, he was aware of and sensitive to the potential that part-time, supplementary, business-industrial-oriented programs could have in the overall development of an urban university. As a consequence, one of his first acts as President of Northeastern was to establish an Office of Adult and Continuing Education, which would allow more room for the expansion and coordination of such programs.

2

Opened in September 1960, the new Office of Adult and Continuing Education faced two major problems: the acquisition of more space and the definition of its role. The first of these problems was, of course, relatively mechanical, but that made it no less important to the overall development of any substantive program.

As far back as 1955, University officials had been concerned about finding room to house the office, workshops, and seminars of its noncredit programs. A draft development plan of 1958 acknowledges the need for space for continuing education programs, and one of the major financial allotments of that plan was for just such a purpose. By 1960, however, nothing had yet been done, although the problem had grown increasingly acute. In June of that year Dr. Everett, writing to Dr. Knowles and Dr. White, remarked somewhat wistfully that other universities "are going all out to compete with us in the area of Special Programs. They are acquiring a new property that will have seminar rooms to be used entirely for special programs. . . . Maybe the time is not too distant when we will be able to see the advisability of acquiring some residential property."¹ Thus, when in the winter of 1960–61 the Pierce mansion in suburban Weston suddenly became available for purchase, the event could not have been more fortuitous.

The mansion with its large living, dining, and conference room areas and its quiet, "away from the job" rural environment was an ideal setting for Northeastern's purposes. It had ample parking space and was accessible to Route 128—the main artery of Boston's business/industrial complex.

By 1961–62 the property had been acquired largely to accommodate Northeastern's continuing education programs. (See Chapter III.) Three years later, in 1964, the Burlington campus—also in easy access to Route 128—was added to Northeastern's holding for very much the same reason. At the same time, the University began to provide courses in local high schools for the convenience of other adult professional students.

But if Northeastern's programs could not have grown without room, room alone could not have assured their viability, and a far more substantive problem to face the 1960 Office of Adult and Continuing Education was the definition of its goals and direction. On October 2, 1961, a paper entitled "Proposed Definition of Responsibilities, Center for Continuing Education" came to grips for the first time with this issue.² The paper, prepared by Dr. Everett in consultation with Dr. Knowles and members of the staff most concerned with continuing education, was revised the following year. The year after it was revised again. The revisions, however, are of less import than what the paper finally accomplished—the clear articulation of the role that Continuing Education was to assume at the University.

Essentially, this role, which was based on the role traditionally assumed by the Bureau of Business and Industrial Training, was to act as purveyor of adult, noncredit, short-term programs that would satisfy the educational needs of the community in areas and at levels that were not being met by existing educational institutions and agencies. The responsibilities of the Center, as envisioned in the proposal, would encompass two major duties: (1) maintaining a close liaison with the community and with units of the University to discover new needs for short-term, non-credit programs; and (2) designing, developing, and operating such programs. Implicit in the latter responsibility was the securing of part-time personnel to conduct courses, for it was determined from the beginning that in the interest of authenticity practical programs should be conducted whenever possible by practitioners in the field under consideration, and that in the interest of flexibility full-time staff should be kept minimal. Further, it would be the responsibility of the Center to determine suitable times and places to conduct courses, for as the experience of the Bureau had demonstrated, convenience was a major factor in the success of short-term courses.

The early proposal also limned out three major divisions into which Continuing Education programs would fall: the Bureau of Business and Industrial Training, Special Programs in Cooperation with Civic Groups, and Special Programs in Cooperation with Professional and Trade Groups. Shortly after, still a fourth division was added—State-of-the-Arts. The term,

coined at Northeastern and destined to become part of the common parlance of educators, referred to programs specifically formulated to update and stretch the competence of engineers and scientists whose disciplines, perhaps more than any others, were subject to rapid change.

In the course of time these categories were to be modified, and for today's purposes a more representative grouping of subjects offered under the purview of continuing education is expressed by the list compiled by Professor Israel Katz of Northeastern and published in *The Handbook of College and University Administration*, edited by Dr. Knowles.³ This list makes the following divisions: Courses and Workshops for Employees of Business and Industry; Courses for Scientific Personnel; Workshops in Community and Social Services; Courses for Adult Women; Courses for Health-Care Workers; and Programs for Self-Employed Specialists. Nevertheless, the Proposal of 1961 and 1962, by defining responsibilities and categorizing subject matter, served to clarify the meaning of the term "continuing education," which had been previously used at Northeastern, both generically to suggest all adult education and specifically to indicate programs not otherwise covered by the Bureau, University College, or other Special Programs. Henceforth Continuing Education would be understood as referring exclusively to noncredit programs that were directed toward the immediate developmental needs of a largely professional and adult constituency. Underscoring this clarification in terminology was the removal of responsibility for all other areas from the Office of Adult and Continuing Education and subsequent deletion of the word "adult" from the title of the office.

In 1963 the Proposed Plan for a Center for Continuing Education became a reality. The Office of Continuing Education became the Center for Continuing Education, a name reflecting the new centrality of purpose, and for the next ten years, until changing circumstances mandated still another reorganization, this essentially autonomous Center was to prove one of the most exciting and innovative units at the growing University.

3

It would be difficult to overestimate the influence that the Center for Continuing Education had on the reputation, the role, and the general educational effectiveness of Northeastern, particularly in the expansion years of the 1960s. Dozens of industries, professional organizations, businesses, and community agencies were to cooperate in and be touched by the hundreds of programs that were conducted under its aegis, while thousands of students, instructors, and resource persons participated in

its workshops, seminars, and conferences. Previously untapped constituencies were introduced or reintroduced to the learning process through its upgrading and preemployment programs. Employed professionals were acquainted with new skills or given the opportunity to update old ones through its professional business and state-of-the-art programs. Community leaders were provided with the chance to discuss emerging social problems with their peers in seminar and conference environments, and recent graduates were given the opportunity to transform theoretical skills acquired in college into the practical skills needed for actual employment through such programs as Project GAP initiated in 1967. (GAP here literally refers to filling the gap between theoretical and practical education.)

In the face of such richness, it is almost impossible for the historian, who is limited by space, to touch on even one-tenth of what occurred during these years. Nevertheless the following sections should at least suggest the range and general significance of these programs.

Courses for Business and Industrial Personnel

The Bureau of Business and Industrial Training had been Northeastern's first major Continuing Education program, and it is not surprising that when the University began to expand its adult part-time noncredit offerings, its first efforts would be in the general direction of business. As indicated above, the Bureau continued its operations under the new Office and provided a variety of programs tailored to the needs of specific businesses and industries. Under the direction of Professor Herman V. LaMark, courses designed to upgrade the skills of management, supervisory, and operating personnel of a given company were conducted, usually within the plant. By 1964 Northeastern was conducting seventy such in-service programs for twenty-seven different companies, and the following year had contracted with twenty-one new companies for similar services.

At the same time, the University also began to encourage other programs directed more toward the educational needs of types of businesses than toward the needs of specific corporations. These were initially developed as Special Programs in Cooperation with Professional and Trade Groups under the direction of Dean Gurth I. Abercrombie. They were eventually incorporated into a Department of Business Administration within the Center. In either guise, the curricula, designed in conjunction with special interest organizations, were usually of an advanced professional nature and appealed to middle-level management groups who met in conference, seminar, and workshop situations to exchange ideas and acquire new methods of coping with managerial problems.

The range of these programs as they were introduced between 1960

and 1975 indicates, perhaps more than any other single factor, the determination of Northeastern's Continuing Education leaders to meet commitments to the business and industrial community of the area. Thus, for example, in 1960 the Office of Adult and Continuing Education initiated a Nursing Home Administration Program—the first such program in the area geared explicitly to managerial personnel in health care, a major New England industry. By 1962 this program, under the direction of Professors Francis L. Hurwitz and Reuben J. Margolin, had already served over two hundred persons in twelve different seminars and workshops, scheduled not only in Boston but throughout New England.

In 1965 when the passage of Medicare wrought dramatic changes in the health professions, Northeastern quickly adapted. It dropped its in-field seminars in favor of intensive residential workshops and adjusted course content particularly to alert administrators to the demands of the new legislation. Throughout the 1960s, Nursing Home Administration continued as one of the major business-industry-oriented programs of the Center, providing courses in such subjects as financial management, creative management, and sensitivity training for dynamic leadership of long-term nursing facilities. And it was not until the 1970s, by which time many of the program offerings had been incorporated into the College of Nursing, that Nursing Home Administration was disbanded.

Another major aspect of New England's business-industry world was the plethora of small businesses that dotted the area. In 1960 Dr. Everett, in conjunction with the New England office of the federal Small Business Administration, began to explore the possibility of college-level courses designed to upgrade and update the skills of managerial personnel in this field. As a consequence, the Small Business Institute was founded in 1961. Offering a series of seminars and workshops that covered a variety of subjects such as production management, marketing management, financial management, leadership development and planning for business growth, the Institute quickly developed a large following and within five years had already enrolled over 1,300 individuals from over 300 companies. In 1970 the name was changed to the Small Business Forum under which name it continued into the 1980s.

Unfortunately space precludes the possibility of naming all of the institutes, forums, and workshops and all of the businesses and industries with which Northeastern became involved during the 1960s and 1970s. Because the very concept of continuing education comprehends the notion that programs should provide material for the immediate solution of perplexing problems, subject matter was frequently changed and phased in and phased out in accordance with fluctuating demands. Some programs,

however, either because they ran for several years, or because they suggested the variety of the Center's offerings, cannot be overlooked. Thus the Labor Relations Forum (an outgrowth of the earlier Institute), the Federal and State Tax forums, and CPA review programs, all of which were given annually over an extended period of time and commanded a large constituency, must be mentioned. Other shorter-lived experimental programs, designed to satisfy particular needs at particular times ought also to be noted as, again, they indicate the range and flexibility of Northeastern's Continuing Education during this period. Such programs include those founded at the request of specific professional associations—for example, the Association of Purchasing Agents, the Electrical Council of New England, the Savings Bank Life Council, the Association of Financial Analysts, the System Products Association, the Society of Fluid Power Engineers, and the Association of Certified Public Accountants.

Two other programs also deserve mention, not only because they became staples of Continuing Education but also because they served as conduits for courses later introduced into University College. They are the Chef's Institute, later renamed the Food Service Industry courses, which came to Northeastern from MIT in the early 1970s, and the Urban Transportation Management Institute, established in conjunction with the U.S. Department of Transportation in 1969. The Chef's Institute, designed with the cooperation of Boston hotels, restaurants, and food service organizations, culled its professional faculty from these areas and developed a highly successful way to upgrade and expand the skills of persons employed by the industry. Because of the program's success, University College was encouraged to introduce a hotel administration program of study into its curricula; at the same time serious consideration was given to the development of a College of Hotel Administration.

The second program, the Urban Transportation Management Institute, reflected the growing concern of the federal government to come to grips with mass transportation in and out of the nation's urban centers. The program, which appealed to top- and middle-level management in the industry proved such a success that many of its courses were also incorporated into University College as degree-granting curriculum. And again, serious thought was given to the possibility of developing a College of Transportation—an idea that, as much as anything, fell victim to the time in which it was proposed. (See Chapter XVIII.)

As stated above, the range and variety of the Center's business-industry-oriented programs are too vast to allow complete coverage. Some

indication of their scope and reception, however, can be surmised from the following excerpts culled at random from the Continuing Education files:

Two years ago, Mr. Peter Dudley of the Department of Health, Education, and Science, London, England, came to the United States to visit five colleges and observe Continuing Education in Business Programs. As a result of this survey, Northeastern University's business programs were selected the leading program over the other four universities.

[Malcolm Campbell to Israel Katz, Dec. 21, 1968]

. . . an Educational Committee from the Veterans' Administration Hospital . . . [reviewed] . . . our business training programs to determine whether these programs would provide an appropriately realistic internship experience for industrial psychiatrists in training. The Center's business programs were approved. . . . Northeastern is the first university in the nation qualified to participate for internship training of industrial psychiatrists.

[Malcolm Campbell to Israel Katz, Jan. 15, 1969]

MIT's Urban Transportation Laboratory has asked Northeastern to submit a proposal for an Urban Transportation Manager Training Program based on what they have heard about our recent seminar.

[Israel Katz to Asa Knowles, June 17, 1969⁴]

Courses for Health Care Personnel

If business-industry programs were one of the major concerns of Northeastern's Center for Continuing Education during the 1960s and 1970s, they were by no means the only concern. In fact, no sooner had the Office of Adult and Continuing Education been established than Dr. Everett set to work to expand its offering into such professional areas as engineering and applied sciences and paraprofessional areas such as the allied-health professions. One of the first programs developed in this direction was in the field of paramedical training. As previously mentioned, the health care industry was a major factor in Boston's economy and Continuing Education's development of an X-Ray Technology Program in cooperation with the New England Roentgen Ray Society and the Massachusetts Society of X-Ray Technologists perfectly reflects the University's commitment to supply programs demanded by the community.

X-Ray Technology, later renamed Radiological Technology, represented Northeastern's first Continuing Education program explicitly de-

signed to train health care personnel in skills involved directly with patient care. The highly structured curricula, which comprised a basic course and an advanced course, each covering 120 hours of classroom training and 180 to 200 hours of hospital clinical instruction, prepared students to take the registered technicians examination for licensure. Within short order Radiological Technology, which had affiliations with fifty-one major hospitals in Massachusetts, came to be considered one of the best programs of its kind in the nation and rapidly achieved accreditation by the Committee on Education of the American Medical Association. In 1962 the Office of Continuing Education introduced a second paramedical curriculum, the Dental Assistants Program, conducted in affiliation with Tufts University School of Dentistry and supported by the Federal Manpower Development Training Act. The forty-week, full-time day program prepared students for the certification examination of the Certifying Board of the American Dental Association and was soon accredited by the Council on Education of the American Dental Society. In 1964 still a third paramedical program was introduced, the Medical Laboratory Assistants program. This fifteen-month, full-time curriculum, conducted in cooperation with twenty-seven hospitals, prepared students to take the certificate examinations conducted by the Board of Certified Laboratory Assistants.

These three curricula constituted the main corps of the Continuing Education's paramedical programs and were overwhelmingly well received. Indeed, a 1970 Cost Revenue Examination of the Center reveals that they were not only the major net income producers but, when allowances were made for overhead and general costs, were also seen to be the major source of the net income of the Center.⁵ Their success undoubtedly contributed to the Office of Economic Opportunity's choosing Northeastern University as the institution to conduct its 1971 eighteen-month pilot program for the education of ex-medical corpsmen to become physicians assistants.

Still another health care program that was developed under the aegis of the Center was a Pediatric Nurse Practitioner's Program. Initially the program incurred losses as Dean Katz, in conjunction with staff from the College of Nursing, undertook the necessary preliminaries that would bring it to a point where federal monies might be forthcoming. Effort, however, was rewarded and the first grant for \$489,867 was allotted for the years 1972 through 1975. (See Chapter VIII.)

Courses for Engineering and Applied Sciences Personnel

Although the development of the health care programs was a significant step in broadening the scope of Continuing Education beyond busi-

ness, the expansion of such education into the professional areas of applied sciences and engineering in September of 1963 was perhaps even more significant. In that year Professor Israel Katz, a graduate of Northeastern, came to the University from General Electric in Ithaca, New York, for the express purpose of conducting advanced-level noncredit engineering programs. These were based on the premise that with "the pace of technological advance and the proliferation of knowledge . . . it is difficult for many engineers and applied scientists to remain current without commitment to a measure of formal continuing education that supplements and stimulates learning on the job."⁶ Both in the level of sophistication and methodology these programs were to have a profound effect on the offerings of the Center and were to set a pattern for similar programs at several educational institutions across the nation.

In general, although there was variation in accordance with the capabilities of the students, the expanded engineering and applied sciences courses were offered at the graduate level in three different formats—State-of-the-Art, In-Plant Programs, and Conference and Special Programs.

State-of-the-Art. Of the three types of programs, State-of-the-Art Engineering, begun in 1963, was probably the most important to the overall development of Continuing Education. Specifically designed to help professionals keep abreast of rapidly changing technology in their fields, the program offered courses once a week in two- or three-hour sessions for six to twenty weeks and fell into a variety of subject areas including optics; materials science; computer and computational sciences; electrical, mechanical and industrial engineering; biomedical sciences; environmental engineering, and so forth. In the first year, 20 such courses were provided for 250 students; by 1974, 150 courses were serving approximately 1,200 students annually.

The guiding principle shaping the presentation of these courses was conceived by Professor Katz. In brief, he felt that at this level the best teaching/learning environment was one in which there was a free exchange of new knowledge among program participants who came to the course with a body of expertise to share. As a result, instructors were, more often than not, professional practitioners rather than academics. Their function was to keep discourse focused, to act as catalysts for heated discussion, and to clarify controversial issues. Students were also professionals, the majority of whom already held advanced degrees.

The effect that this kind of high-level brainstorming program had on the character of Northeastern's Continuing Education was considerable. Not only did it add immeasurably to the University's prestige—courses such as those in Electron Microscopy, introduced in 1964 as an intensive

two-week residential program, were without peer in the nation—it also affected the very idea of Continuing Education, which could now be seen to comprehend some of the most advanced educational programs as well as some of the most practical. In addition, the teaching/learning style of State-of-the-Art Engineering also affected the style of other Center departments, which found the free-exchange-of-information approach to be more appropriate to adult learning than the more traditional instructor/passive student approach.

In-Plant Programs. As well as State-of-the-Art courses, the Engineering and Applied Science department of the Center also provided a variety of In-Plant Programs, very much like those offered by the Bureau of Business and Industrial Training. When one or more nearby industrial organizations wished to have a group of its people develop unique skills or gain specific know-how, a team of regular University faculty would drive as far as one hundred miles to give a series of courses during working hours. Generally, these company-sponsored courses dealt with skills or specialized knowledge immediately related to the company's product or to a proposal-writing effort.

Special Engineering and Applied Sciences Programs. Still a third type of offering in this professional area was the Special Programs. Of these, probably the most outstanding was Project GAP, initiated in 1967 under Northeastern's first special Merit Grant from the Office of State Technical Services, United States Department of Commerce, as a pilot program for the nation. The program, which was designed to bridge the gap between the increasingly theoretical, liberal undergraduate preparation in engineering and the practical know-how required to become productive in a specific job, added still another dimension to the functions of Continuing Education.

So successful were the Engineering and Applied Science programs at all levels that, for many, the Center came to be identified with them. Such an identification, however, says more about the observer than the actual work of the Center, which, at this time, was expanding in still another area.

Community Service-Oriented Programs

From its inception, Northeastern's Office of Adult and Continuing Education, like other units of the University, had been committed to the idea of providing services to the community. Certainly any and all of the above-cited programs can be understood in this light. There were, however, other programs, which either because of their subject matter or the constituency they reached, were more explicitly directed toward social

ends. Just such programs were those for women that began to develop in the early 1960s for the express purpose of reintroducing a large segment of the population into the educational mainstream.

Women's Programs. In April 1960, Dr. Knowles, addressing the Commission on the Education of Women of the American Council on Education, remarked: "There is a growing awareness that this nation and the society as a whole are seriously in need of the full potential of the brainpower available in both sexes." That Dr. Everett shared this awareness was manifest in a memorandum addressed to Dr. Knowles in December of the same year: "Thank you for forwarding to me a copy of Dr. Raushenbush's recent letter to you about the big field of Education for Women. As you know I have been aware of this need for many years, and have taken positive steps in this direction. . . . In my general thinking it appeared to be advisable to open up this area through certain organized groups such as the National Secretaries Association."⁷ Thus by 1961, long before the Women's Movement had become a popular byword, the Office of Adult and Continuing Education had already embarked on programs that would in Dr. Everett's words develop "an area of education in which there is considerable potential."

Credit for the development of these programs belongs, of course, with many different people, but in the interests of space only a few of the key persons can be identified here. In the speech cited above, Dr. Knowles had given voice to the problem and the need: "Most young people have not been informed that the role of the homemaker can well be combined with other creative endeavors and responsibilities. . . . Many more educated women are needed as leaders in secondary education and colleges and for positions in government."⁸ Dr. Albert E. Everett, by creating a structure whereby courses could be offered at hours when children were in school and at locations convenient to suburban homemakers, made the "combination" possible.

Members of the Adult and Continuing Education staff were all enjoined "to explore and develop educational programs of particular interest to women."⁹ Ideas were coordinated by Ethel Beall, the first Director of Adult and Continuing Education for Women at Northeastern; Virginia Bullard, who assumed the post of directing such programs on the Suburban Campus in September 1963; and later, Dr. James Bryant, who had come to the Center as Director of the Department of Applied Behavioral and Social Science in 1966 and became a counselor for women's programs. The staff designed a series of courses to answer the needs of nine different types of students at different levels of educational achievement. Accordingly, graduates, freshmen, transfers, teacher certification candidates, and

community and volunteer workers as well as the wives of scientists and engineers generally were encouraged to enroll in daytime credit courses conducted on the suburban campuses under the aegis of University College, or of a particular graduate school. Women who were primarily concerned with personal enrichment or with reviewing and updating their college majors were encouraged to enroll in continuing education non-credit programs.

Both types of courses, which covered such subject areas as current political issues, electronic data processing, origins of Western art, and review of freshmen and sophomore mathematics, attracted a wide and loyal constituency. So successful were they in achieving their initial ends—that is, reintroducing women into the educational mainstream—that by the end of the 1960s most of the programs were no longer needed. By 1970, much of the feminine hesitation to continue education that had characterized the early 1960s had been so well overcome that women constituted a major portion of the regular students in many of the basic colleges and in University College. In addition, fewer and fewer women were graduating into an exclusively homemaking role and, consequently, personal enrichment and review courses began to lose ground to more asexual professional courses. As a result, offerings especially tailored for women became as much of an anomaly in the early 1970s as they had been in the early 1960s, although for exactly opposite reasons. Nevertheless, so loyal a constituency had grown up around these “women’s programs” that when Northeastern decided to disband them there was such a fierce outcry that one administration member is reputed to have mumbled caustically, if not rather chauvinistically: “Hell hath no fury like a woman who even thinks she’s being scorned.”

Community Service Personnel Programs. While the women’s programs can be understood as community-oriented endeavors to the extent that they were designed to tap a new resource in the community, other programs, more closely tied to social welfare, were also being developed. In 1969, Dr. Israel Katz, who had become the Dean of the Center at the retirement of Dr. Everett in 1967, summarized the situation:

While the main thrust of the Center is to supplement on-the-job learning by professionals with new knowledge that is too difficult or time-consuming for individuals to acquire on their own, its programs have increasingly become responsive to adult educational needs posed by problems of urban living such as the development of economic opportunities for disadvantaged youth, alleviation of social distress

among the poor, drug and alcohol dependence, channeling the energies of youth from delinquency into new careers, the changing role of the clergy, etc.¹⁰

These areas of social welfare, which Professor Katz notes, had come increasingly to occupy the attention of the Center as the early 1960s' euphoria over a new decade, a new President, and a New Frontier began to give way to the uneasy recognition of new social problems—pollution, urban blight, crime, drugs, minority dissatisfaction. Continuing Education, with its mission to help individuals relate constructively to their environment and with its practical, problem-solving orientation, was naturally the unit of the University most closely in touch with these kinds of problems. As a result, courses designed to update and stretch the competence of both individuals and organizations in dealing with social stress began to emerge as a major responsibility of the Center.

One of the first extensions into this area came under Dr. Everett in 1965 when the Center applied for and received six Community Development grants under Title I of the Higher Education Act of 1965. The grants were allotted to provide training for over five hundred leaders in the areas of alcohol education, volunteer administration, young adult activities, and community agencies. As a result, the Center almost immediately developed a major training program for Coordinators of Volunteer Services, which was subsequently approved by the American Association of Volunteer Service Coordinators as the only program in the nation to meet certified standards for training of coordinators. It also published, with the cooperation of the United Community Service, a *Directory of Volunteer Service Opportunities in Metropolitan Boston*, the first such listing in the area, and in 1966 initiated and published a new international periodical, *Volunteer Administration*, devoted to the promotion of theory research and programming of volunteer services.

Another \$15,375 grant under the Higher Education Act went to the development of seminars that would bring together concerned clergy of all faiths with resource persons in social science for the purpose of discussing the changing role of clergy in society. The program, which was particularly encouraged by Earl P. Stevenson of Northeastern's Board of Trustees, gained considerable renown. In 1966 the program was adopted by the Metropolitan Ministerial Association of Greater Boston as its principal educational program.

Still a third program, funded with a \$15,000 federal grant, dealt with the problem of alcoholism, particularly as it affected manpower efficiency

in the state. Encouraged by Governor John A. Volpe, this Community Development Program in Alcoholism and Alcoholic Education represented still another pioneering effort on the part of Northeastern to make education, particularly Continuing Education, serve the welfare of the community.

Although these community-oriented projects were begun under Dean Everett, they were destined to achieve their full dimension under the Center's second dean, Israel Katz. In one way this is ironic, for Professor Katz, a leader in the field of engineering, had been brought to the University to develop highly specialized advanced engineering and applied science courses. This might appear, at least at first glance, to be a far cry from the kind of wide-ranging social welfare programs he was to develop. Such a conclusion, however, would indeed be superficial. Professor Katz was a large and expansive man whose educational ideas and capabilities easily matched his physical stature, and under his direction the Center achieved even new heights of accomplishments.

As outgoing as Dr. Everett had been inward, Dean Katz was frequently asked to speak at conferences and participate in educational forums, particularly when they concerned his own field of engineering. One of his major contributions to the Center was, in fact, his ability to bring the message of continuing education not only to the local community, but to the nation at large. This message comprehended far more than the advances in his own specialization. Basically it was a repetition of a theme that he sounded in his June 19, 1969 report to Dr. Knowles: "This year we have developed several new experimental programs with a view to meeting pressing community needs and, at the same time, realizing substantial financial returns. It is important that we be innovative and strive for capturing an important part of the market, but to do so it is necessary to maintain high quality, be unique and avoid competing with programs that have been well established elsewhere."¹¹ Although, unfortunately, financial return was not always realized, there is no question that all of the other criteria were well satisfied, and "innovation" particularly in relation to community problems became a hallmark of the Center's endeavors.

Minority Programs. Although for many years Northeastern had been working to promote minority enrollments in its basic colleges, it was not until 1967 that the Center began a concerted effort to develop new programs specifically addressed to the problems of the black community, which was its neighbor. In that year, it initiated the first of a series of problem-solving seminars designed to benefit the black businessman. Three, one-day meetings on Urban Management brought together industrial representatives and ghetto leaders to discuss the issue of bringing

new factories into Roxbury and had at least one concrete result when the firm of Edgerton, Germeshausen and Grier Inc. (EG & G) located a factory in the area using members of the seminars as consultants. The following year a similar program was sponsored by the Center, and by 1970 when the all-day seminar "How to Do Business with Government" was conducted for minority business firms and individuals, the offering had become a staple of Northeastern's Center for Continuing Education.

Still another program directed toward the ends of improving business conditions for minorities was the Counseling Workshop designed in conjunction with Opportunities Industrialization Centers of Greater Boston, which in March of 1970 elicited the following comments from participants:

It is hard to put into words my sincere appreciation for your help, and the help of your staff, in making the Counseling Workshop possible for the OIC counselors. An opportunity like this is very hard to come by and I personally feel enriched.

[Sam Hurt (Member of OIC) to Dr. Israel Katz,
March 10, 1970]

My co-workers and I agree that we learned something that weekend and each day we try to put some of it into practice. . . . Gentlemen, your concern for us, the effort you put forth, the knowledge you share with us, will be repaid a thousandfold; not in monetary value, but in the gratitude expressed in a smile, a handshake, a simple thank you.

[Pearlis M. Jones (Counselor of OIC) to Dr. Israel Katz,
March 17, 1970]¹²

In 1968 the Center was designated as the home for an Upward Bound Program, supported in part by federal funds administered through the U.S. Office of Economic Opportunity. The program, which was designed to serve high school juniors and seniors from low-income backgrounds who were academic underachievers, proved particularly pertinent to the black community in Boston. Courses included tutorial work in African Culture and Fine Arts as well as in English, mathematics, chemistry, biology, and so on. Evidence of the success of the first year was quickly forthcoming when thirteen of the graduating seniors received scholarships averaging \$3,000 each at major local colleges.

In 1969, sparked by pressure from black students on campus, the Center embarked on still another program when it began work on developing curricula for noncredit black studies. By 1973, these courses had achieved such stature that they were incorporated into the College of Liberal Arts as a degree-granting program. (See Chapter VIII.)

But the extent of the Center's commitment to the black community is perhaps best attested to by the Adult Education program that was con-

ducted at the Roxbury Community School by Center personnel who frequently donated their time over and above their regular duties. A September 24, 1969, letter from Ms. Ellen Fields, Director of Special Services for the Roxbury School, asking that the program be continued, poignantly expresses its impact:

I realize that we cannot claim a spectacular success in this first venture—if the burden of proof rests only on the number of people attending. But I think something far more important took place. . . . On Tuesday and Wednesday nights at Community School . . . men and women began to think of themselves as people of worth. . . . All of us living in this small community are affected when we walk by the lighted windows and see our neighbors learning. We used to think that we lived at a dead end—a place for despair—but that can't be so. Northeastern University had teachers working late in *our own school*. . . . If that sounds sentimental, I assure you that it is not. We have seen and felt the change, a practical, measurable change.¹³

Young Adult Programs. Another area of social concern with which the Center was to become increasingly involved during this period was youth problems. Under the Higher Education Act grant an Urban Young Adult Project had been initiated in 1965. In 1967, however, an even more extensive commitment to youth was made when the Center for Continuing Education began to conduct Community Workshops in Eastham and Orleans, Massachusetts. A drop-in center, staffed by Northeastern graduate students, provided films, dramas, and recreational events for over 1,000 college students in a ten-week experimental project that was co-sponsored by the University and the Boston YMCA. The program was designed to promote a better understanding of young adult problems and to formulate ways for town officials to cope with these problems.

One very important aspect of young adult problems during this era was, of course, drugs, and in 1968 the Center, in cooperation with Boston-Bouvé College and the College of Education initiated a Youth and Drug Institute. The basic premise of the Institute was articulated by Professor Taylor E. Roth, its Executive Director: "Appropriate education can prevent or alleviate some of the increasing problems of chemical and psychological dependency . . . [but] few teachers have more substantial knowledge than their students. Therefore this drug institute will provide an opportunity for school personnel to improve their skills in dealing intelligently and effectively with the issue."¹⁴

Conducted for the first time between June 23 and July 5, 1968, the week-long conference of the Institute brought together representatives from public, private, and parochial schools throughout New England and elicited the comment from Dr. Dana L. Farnsworth of Harvard Medical Services: "I consider this type of conference a prototype of what should

be held all over the nation. Having youngsters informed about drugs is the only way to lick the problem."¹⁵ The following year the Institute conducted still another conference sponsored jointly by the National Association of Independent Schools, which was attended by over seventy-five persons from twenty-five states as well as from France, South America, Lebanon, and Canada.

Urban Environment Programs. Still another community area with which the Center became concerned during this period related to the problems of the urban environment. Thus, for example, in May 1968, Professor John H. Kendrick, Director of Education for Urban Living at the Center, put together a four-day seminar for a small group of business executives from Massachusetts cities with a view to expanding their knowledge of the problems of government at various levels, particularly as they related to inner-city issues.

This was, in essence, a minor preview of programs that were to follow. Shortly after, the Center, in the person of Dr. Kendrick, who had been appointed University representative on the Title I of the Commission's Service Project in the Commonwealth of Massachusetts, applied for and received a \$25,000 grant under the Higher Education Act to fund a University Consortium on Local Government. The Consortium, which was conducted in conjunction with Tufts' Lincoln-Filene Center, Boston University's Metrocenter, University of Massachusetts-Amherst's Bureau of Government Research, Harvard-MIT's Joint Center for Urban Studies, Boston College's Bureau of Public Affairs, and Brandeis met for the first session on October 29, 1968. Its objectives included encouraging more universities to involve themselves in local government, opening new channels of communication between universities and local government officials, and inspiring innovative ways of problem solving.

Other programs in the general area of urban development included a four-day intensive city planning conference for 160 college students in the spring of 1968 and an Urban Transportation Management Program (mentioned above). Also included were a Metro-Urban Conference held in 1970 and directed toward the end of stimulating more ongoing concern with the improvement of businesses, housing, and training in the city's underprivileged areas and a series of seminars in 1970 on Instrumentation for Monitoring the Environment.

4

As suggested above, the history of Continuing Education at Northeastern from 1960 through 1973 was the history of a largely autonomous unit of the University exploring and developing as many ways as it could find to meet the unmet educational demands of the community. During

this period the term developed a new definition, new fields of endeavor were explored, and new levels of education—including advanced post-terminal degree courses—were provided. Northeastern indeed had become a leader in the field of Continuing Education, demonstrating that noncredit, practical problem-solving courses could serve a sophisticated role as laboratory courses for more formal programs, conduits for persons and courses into degree programs, and forums for the exchange and advancement of knowledge in areas that were not otherwise covered.

Such expansion, however, had not been accomplished without cost, and financial problems came increasingly to haunt the Center as the effects of the 1970s nationwide recession began to be felt throughout the educational community. As early as 1970, the first cautionary note had been sounded in the previously mentioned Cost Revenue Examination of the Center. At that time Professor William A. Lovely, Jr., writing to Professor Lincoln C. Bateson in the Business Office, had warned that while "the Center was conceived as an individual and separate University function, earning revenue and incurring costs . . . an examination of several budget centers reveals that many courses were conducted barely covering the course costs alone . . . allowing a very small contribution to center overhead."¹⁶

In the general body of his report, Professor Lovely had further pointed out that except for Radiological Technology, Dental Assistants, Medical Laboratory Assistants, and State-of-the-Arts, all other "intracenter departments were net loss producers." Particularly vulnerable were the Social Service Programs of which Professor Lovely concluded, "The center expends a questionable amount of time and effort on nonrevenue-producing 'Community Courses' without appraising the cost-benefit relationships."¹⁷

While no one could deny the importance of all the Center's programs in relation to both the image and educational prestige of the University, no one could deny either the efficacy of Professor Lovely's observations. Without doubt there was a great deal within the Center, which as Miss Jones had expressed it, "will be repaid a thousandfold—not in monetary value but in gratitude." By 1973, however, it was apparent that gratitude would not be enough. The administration had pledged itself to fiscal responsibility, and although the Center had done a great deal toward reversing its financial losses, its general economic problems mandated still another reorganization. In the fall of that year, then, the Center for Continuing Education, after almost a decade of virtual autonomy, was returned into a single administrative unit with University College and with Kenneth

W. Ballou, Dean of University College, accepting responsibility for all facets of adult education, much as Dr. Albert E. Everett had a dozen years earlier.

The change undoubtedly disappointed many of those who had participated in the expansion. It was the consensus of the administration, however, that while existing programs, with few exceptions, were well conceived, the financial management was in need of revision. Continuing Education must, said the administration, accomplish two ends: It must serve the needs of the community and it must do so in a financially sound manner. The failure to accomplish this latter end had triggered the reorganization.

Reevaluation of the programs in light of these priorities then followed, and a series of questions designed to determine how important each program was in the total scheme of things were posed—for example, What kind of need is this program truly meeting? What is the financial cost of meeting this need? Can we afford this financial cost? Are there other areas where there are unmet needs and, if so, what are they? What are the kinds of programs that should be put together and can they be run on a financially sound basis?

As a consequence of this self-analysis, some existing programs were reorganized, some were eliminated, and still others were expanded. Thus, for example, the Dental Assistants program was totally revamped. The Chef's Institute, the State-of-the-Art Engineering, and the Transportation program were all substantially expanded while new units were added to the Radiological Technology program. And a completely new Emergency Medical Training program was introduced. Of all the programs that were eliminated, probably the most strongly felt loss was that of Electron Microscopy. This highly sophisticated and unique program had attracted to Northeastern the best in the field. Nevertheless, it was felt that there was no way in which it could be financially justified. "For," as Dean Ballou said, "if we charged anywhere near what the real cost is, then very few people could afford to take it."

During the next few years, in attempts to put Continuing Education firmly on its financial feet, the locations where programs were scheduled vastly increased, much of the promotional literature and publications of the Center were revamped, and for the first time newspaper advertising was begun. By 1975 the gross dollar value of the program had increased substantially, and the Center was ready for even further changes in the next decade.

XII

Allied Health Programs

EVEN THOUGH RECURRING REFERENCE HAS BEEN MADE IN PREVIOUS CHAPTERS TO programs in allied health sciences that grew up at Northeastern between 1959 and 1975, it seems worthwhile, even at the risk of repetition, to summarize their line of development in a separate chapter, for these programs constituted a vital element in the emergence of Northeastern as a major university.

In 1959 Northeastern was providing a standard premedical and pre-dental program through its College of Liberal Arts. In addition, it offered a small Medical Technology program, which had been introduced in the early 1950s under the Department of Biology. This latter program, however, did not enjoy a large enrollment, mainly because at that time medical technology was a young profession—so young that very few people had heard of it. In 1953 for example, only 23,000 people were enrolled in the entire field nationwide.¹ It is much to the credit of Northeastern's innovative spirit that it chose to enter the area at such an early date. Altogether, then, these programs enrolled only a handful of students—in the 1950s only thirty-three students completed Medical Technology, there was no University-based health faculty, and all professional courses were offered at hospitals.

By contrast, in 1975 Northeastern was providing over a dozen different allied health curricula, with programs offered in all its day colleges and in University College, Lincoln, and Continuing Education as

well. The total number of students concerned with some aspect of allied health was approximately 3,000, and the total number of faculty approximately 100.² What had occurred in between to account for this growth involved a complex amalgam of both internal and external factors.

Certainly one of the most important of these factors was the attitude of the administration toward professional education. In a letter to Frederick Ayer, December 13, 1962, Dr. Knowles articulates this attitude:

If we are to remain a democratic country, free from government coercion in the selection of careers by individuals, I believe that universities have a very important public service to perform. It is their responsibility to make available high-quality education in professional fields for the approximate number of persons who will be needed in each field. The University also has the responsibility of attracting qualified students to embark upon education for these professional fields.³

In practice this meant that the University stood behind the development of programs in areas that it could identify as high priority. One such area was certainly the health professions. Since World War II, medical science had made tremendous strides. Sulfa, penicillin, antibiotics, the Salk vaccine, kidney dialysis—all of which we now take for granted—are only a few representative examples among the hundreds of developments in chemistry and technology that served to change the face of modern medicine between 1940 and 1960. Significantly, between 1950 and 1960 alone, the number of persons employed in health services in the United States increased by 54 percent.⁴

In light of these facts, it is hardly surprising that Northeastern was receptive to the development of health profession programs. Nevertheless, it did not plunge precipitously into the field but rather developed its programs in direct response to perceived needs. As a consequence, at least initially, programs sprang up in different areas of the University as demand justified, and one of the major problems of the late 1960s would be to impose some organizational order on this heterogeneous collection of offerings. In 1960, however, the University was simply satisfied “not to ignore developing shortages in professions which are essential.”⁵

1

The first program to be developed under the new administration was a revised degree program in Medical Technology, which the administration now determined should be conducted on the Cooperative Plan of Education. The change in format substantially altered the character of the

original program, and within the next decade Medical Technology at Northeastern would expand to become Medical Laboratory Sciences. It encompassed a host of eleven separate curricula ranging from nondegree certificate programs through master of science programs. Back in 1960–61, however, the impressive fact was the uniqueness of the Medical Technology offering, which was subsequently described in the *Journal of the American Medical Association*:

The academic program, [which] has been approved and accredited by the Council on Medical Education and Hospitals in cooperation with the Board of Schools of medical technology of the American Medical Association, [is] the first and only program of its type in the United States. It will give students almost two full years of training in medical technology at the New England Deaconess Hospital [the New England Baptist was added almost immediately] while qualifying them at the same time for a Bachelor's Degree in the field. . . . After completing basic full-time studies during the freshman year, students for the next four years will alternate 10- and 16-week periods of classroom study with periods of equal length in training at the Deaconess [and New England Baptist] on a cooperative plan basis.⁶

This description has been included here for two reasons: it limns out the basic structure of Medical Technology as it was offered at Northeastern and as it would continue to be offered for the next few decades—with some changes in affiliation and calendar; and it suggests, by virtue of its appearance in the official organ of the American Medical Association, the importance of the program to the medical world at large.

It was also during this early period that Continuing Education became involved in the health education field. In 1960 a program in Nursing Home Administration was instituted under the aegis of this office. Although this was basically a business program, it should be noted here because it indicates the growing relationship between the University and the health community—a relationship that was of great importance in the development of Northeastern's health professions programs. It was not until the fall of 1961, however, that the first Continuing Education program, designed explicitly for training persons in the health professions, was instituted. The program, X-ray Technology, was developed by Dean Albert E. Everett, who worked in conjunction with the New England Roentgen Ray Society and the Massachusetts Society of X-ray Technologists. In addition to including basic and advanced courses, each covering 129 hours of classroom training and 180 to 200 hours of hospital clinic instruction, the program prepared students to take the registered technicians examination for licensure.

These programs served to introduce Northeastern into health-related fields. The major qualitative and quantitative leap forward in this area, however, occurred between 1962 and 1965. Significantly, the time coincides with the period when the federal government was becoming active in developing legislation pertinent to health. There were, for example, to name only a few of the acts passed in a single twelve-month period, from 1963 to 1964, the Health Professions Act, the Medicaid and Medicare Acts, the Economic Opportunities Training Act, which included provisions for health training, the Graduate Health Training Act, and the Nurse Training Act. All of these served to reflect and to create an environment conducive to the development of health professions. Certainly the administration at Northeastern was well aware of this fact, as evidenced by the opening of the College of Pharmacy in 1962, the College of Nursing in 1964, and Boston-Bouv  with its programs in Physical Therapy in 1964. All of these programs have been discussed in Chapter VII, and the details need not be repeated here. An important addition not previously mentioned, however, was the University's affiliation with the School of Dental Hygienists of the Forsyth Dental Center.

The Forsyth School had been founded in 1917 as the second dental hygiene school in the United States. In 1948, in order to comply with the demand by the Council on Dental Education of the American Dental Association for a two-year minimal course of education for dental hygienists, it became associated with Tufts University, which provided its academic courses. Then in 1962, for a variety of reasons that included both Northeastern's growing reputation and its location—the University was physically adjacent to Forsyth—the School transferred its collegiate affiliation to its neighbor. The effect of this transfer cannot be overestimated. Forsyth School for Dental Hygienists was the largest school of its kind in the world, and its reputation was international.

Under provisions of this affiliation, students pursued a two-year, full-time course of study in dental hygiene, attending classes both at Forsyth Dental Center and Northeastern. The program led to a Certificate in Dental Hygiene from Forsyth and the degree of Associate in Science from Northeastern. Students who completed the two-year program could then apply their credits toward a Bachelor of Science in Education with a major in Health Education conducted as a three-year cooperative program by Boston-Bouv .

Other degree-granting programs in the health professions also initiated during this period included a five-year course in Speech and Hearing Therapy, which was conducted by the College of Education and led to a Bachelor of Science in Education (1964); and a Bioelectronic Engineering

Technology program leading to the Associate in Engineering degree conducted under the aegis of Lincoln College (1965). In the meantime, the Office of Continuing Education, in response to hospital demand, introduced two more paramedical programs: In 1962 it opened a Dental Assistants Program conducted in affiliation with Tufts University School of Dentistry, which prepared students for the certification examination of the Certifying Board of the American Dental Association; and in 1964 it added a Medical Laboratory Assistants Program to prepare students for certificate examinations conducted by the Board of Certified Laboratory Assistants.

Two programs not specifically health oriented in content but nevertheless important in continuing a good relationship between the University and the health community included a special three-year degree-granting program, conducted in conjunction with the Massachusetts General Hospital. In this program Northeastern provided academic courses for MGH freshmen, and the Nursing School at MGH provided the professional programs that would lead to an associate's degree. Northeastern also provided a nondegree special nursing program conducted in conjunction with the schools of nursing at Peter Bent Brigham, New England Deaconess, and Children's hospitals whereby Northeastern supplied science programs to those hospital school students. The first of these was phased out in 1964 when Northeastern's College of Nursing opened. The second program continued into the 1980s and has expanded to include other hospitals over the years.

By 1965 then, Northeastern was well on the way to becoming a major source of health personnel at all levels for the Boston area. At this point it offered the following: four master's-level programs in pharmacy; seven bachelor programs in nursing, pharmacy, physical therapy, audiology, medical technology, premedical, and predental; three associate degree programs in nursing, dental hygiene, and bioelectronic engineering technology; and three certificate programs in medical laboratory assistant, dental assistant, and x-ray technician. Altogether, the growth had been substantial albeit, as suggested in the opening of this chapter, relatively eclectic. By 1965 then, the time had come to try to bring together and coordinate some of these efforts.

2

Contributing to the administration's sense that the health professions programs must be coordinated and developed even beyond their current accomplishments were conditions in the larger world. For example, by

this time the full impact of the first federal legislation in the health areas was just beginning to be felt. Of all these federally funded programs, probably Medicare and Medicaid were the most effective in increasing the number of persons who qualified for health care. But whatever the cause, the need for health service personnel at all levels was catapulting upward. A few pertinent statistics substantiate this claim. By 1964, according to the U.S. Public Health Service, approximately three million persons were employed in the health service industries, or roughly 4 percent of the work force. By 1965, according to Dr. Philip R. Lee, Assistant Secretary of the U.S. Department of Health, Education and Welfare, there was a shortage of 600,000 people in the health field; and by 1965, according to Francis Keppel, former Assistant Secretary of the Department of Health, Education and Welfare, there was "an immediate need to add 10,000 people to the health labor force every month, and this need would probably continue until 1975."⁷

In response to these conditions, the federal government took still further action and in 1966 passed the Health Personnel Training Act to "speed up the training of paramedical personnel and other health workers." This act, in conjunction with the Graduate Health Training Act in 1964, "to increase the number of skilled administrators and public health workers," increased pressure on Northeastern to expand its own services. Coordination and organization, however, were a prerequisite of such expansion.

As early as December 1, 1964, the first effort was made in this direction, and a Committee on Coordinating Programs in the Health Sciences was formed with "responsibility for maintaining liaison among those concerned with these activities."⁸ Dr. Samuel Fine, Professor of Biomedical Engineering, agreed to serve as Chairman, and deans and professors with direct responsibility for health service programs were asked to serve as members.

By early spring of 1965, however, when it was clear that a more formal structure than an ad hoc committee was needed, Northeastern's first Division of Allied Medical Science was established. Professor Edmund J. McTernan, recruited from Boston University, was named Coordinator of Allied Health Programs and Chairman of the Health Committee. His charge was to coordinate programs related to patient care, encourage and supervise the development of new programs, and serve as a liaison for the University within the hospital and medical community.

Professor McTernan remained at Northeastern for four years, leaving in 1969 to assume the directorship of Health Service Activities at the Stoneybrook campus of the State University of New York. At this point

John W. Schermerhorn of the College of Pharmacy assumed the deanship. Under the direction of these men several major programs were developed. Among the most important were those in various areas of medical administration. The reason for their establishment is particularly significant in light of the aforementioned conditions. A memorandum sent from Professor McTernan to Dr. Knowles in early 1966 suggests Northeastern's sensitivity to these conditions and its responsiveness:

Nursing homes, as much or more than other patient care facilities, are entering a stage of rapid change and evolution. . . . Recent federal legislation (including Medicare) and increasing state regulation converts the nursing home more and more to a hospital-type of organization. . . . Increased government involvement in all areas creates similarities in the roles of administrators of all types of patient care which did not exist ten or even five years ago. . . . A tremendous opportunity exists for Northeastern to make a significant and unique contribution to this broad area of concern by moving towards an holistic approach to the discipline of health care administration, something that has never been done . . . before. Through a Department, or perhaps Institute of Medical Care Administration, an integrated curriculum would be offered to meet the needs of future and practicing administrative personnel in all kinds of medical care administration.⁹

As a consequence of this memorandum, or more particularly of the conditions it depicts, a Bachelor of Science degree program was initiated in 1966 in the Management of Health Agencies and Institutions and Nursing Home Administration in University College. That same year a Master of Education degree in Rehabilitation Administration became part of the College of Education.

Closely connected with this type of program and springing out of the same kind of needs were Medical Record Science programs. The first of these, developed in cooperation with the Massachusetts Association of Medical Records Librarians, was begun in University College in 1966 and led to a Bachelor of Science degree. A few years later when the College of Pharmacy and Allied Health Professions was established, Medical Record Administration leading to the Bachelor of Science became one unit of that new division.

In the meantime, still other health education programs were developing. An honors curriculum in Biophysics and Biomedical Engineering leading to the degree of Bachelor of Engineering Biophysics was estab-

lished in the College of Engineering in 1966. A graduate level program also in that College led to a Master in Civil Engineering with Sanitary Engineering as an option and included courses in such health-related fields as public health engineering, air pollution, radiological health engineering, and industrial hygiene. Other master's level programs included a Master of Science in Health Sciences, introduced under the Department of Biology, and a Master of Education degree program for the teaching of the emotionally disturbed child. A Bachelor of Science degree program became available in Cytotechnology under the joint aegis of University College and Lincoln College, and an associate degree program in Inhalation Therapy was offered through University College.

Altogether, it was a time of great expansion. By the end of 1966, Professor McTernan was reporting "some 25 programs in health-related areas, enrolling approximately 1,800 students." By 1968 the number of these programs had increased to over thirty in thirteen different areas: administration, biomedical engineering and technology, dental assistants and dental hygiene, inhalation therapy, medical laboratory techniques, medical record administration science, mental health, nursing, pharmacy, physical therapy, audiology and speech pathology, and radiographic technology.¹⁰

Yet despite the great strides that had been made in increasing numbers of programs, and despite the existence of a central clearinghouse for information about programs established through the Division, administrative control remained a central issue. Exacerbating the situation were the increasing professionalization of health professions programs and the increasing number of students applying for admission. The 1967 passage of the Clinical Laboratory Improvement Act, for example, whereby a degree in Medical Laboratory Science became a requisite for work in many laboratories, increased enrollments in this area at Northeastern. Shortly after, President Nixon's cutback in research funds brought to the program even more applicants who now sought a medical technology degree as one access to clinical laboratory work. Even before this, however, was President Johnson's 1968 Health Message to Congress, wherein he expressed his intention to extend the Health Personnel Training Act of 1966 and the Graduate Training Act of 1964, and to introduce a new Health Manpower Act in 1968.

At this point, in order to meet the challenge of ever-increasing expansion, Dr. Knowles proposed the establishment of a College of Allied Health Sciences to bring together under one administrative umbrella all

of the programs in that area at Northeastern. The proposal followed on an exhaustive *Study for the Organization of Curricula for the Health Related Professions*, which had been prepared for the Commonwealth Fund under the direction of Loring M. Thompson, Director of Planning, and Dean McTernan.¹¹

3

Few people would disagree that in light of the number of health programs offered by Northeastern, a College of Allied Health Sciences was more than justified by the late 1960s. The historical development of these programs, however, actually precluded the realistic possibility of such a unit being formed.

As early as 1964 Dr. Knowles had begun to explore the possibility of such a College and the files of his office for this and following years show a myriad of correspondence with relevant institutions on just how this could be accomplished. In 1966 Professor McTernan in a memorandum to the President wrote, "A college of allied health sciences . . . free to work cooperatively with any number or type of patient care institutions should be able to take an overview of needs and priorities, and thus develop for the first time a spectrum of courses designed to meet tomorrow's needs for patient care personnel at all levels and in all specialties."¹²

Professor McTernan went on to map out a possible organization for just such a college. But, although on paper such a plan appeared feasible, the proliferation of programs had been so rapid and the commitment of the various college faculties to the development of their own programs had become so deep, that to alter the entrenched situation in such a radical manner proved impossible. Nor was the human factor the only problem; there was also the relationship of the University to its various colleges. Thus, for example, both Pharmacy and Boston-Bouvé had merged with Northeastern in full expectation of continuing their own programs. Nursing had been established with much the same sense of self. In addition, the colleges of Education and Engineering were not particularly enthusiastic about giving up control of their programs—an attitude that could be amply justified in light of the dual character of these programs.

For several years, then, the University delayed the problem of a new College of Allied Health Professions. (Loring Thompson's report to the Commonwealth Fund, mentioned above, clearly and succinctly sums up the thinking on this matter until 1968.) During the academic year 1968–69, the Faculty Senate continued to consider the organization of the health

programs, working toward the establishment of a separate basic college of health professions. Various patterns of administrative consolidation were considered and rejected, until finally in 1970 a compromise position was arrived at. According to the provisions of this plan the College of Pharmacy would become affiliated with the Division of Allied Health Sciences, although it would retain its own budget and control of its own programs. Programs administered under Boston-Bouvé, Nursing, Education, and Engineering would remain under those colleges, but the College of Pharmacy and Allied Health Professions would assume administrative control, would write the curricula and the degrees for almost all other programs that were provided through University and Lincoln Colleges and Continuing Education.

As with all compromises, the solution was not without flaw. The grouping together of programs as varied as graduate and certification programs created some friction. Nevertheless, the new College went into operation in the fall of 1971, and Dean Helene Loux assumed the position of Associate Dean in 1972 with responsibility for all health science programs. These are listed in the catalog for 1972-73 as comprehending Medical Laboratory Sciences, Medical Records Administration, Dental Hygiene and Management in Health Agencies and Institutes, Radiological Technology, and Respiratory Therapy. In the following years there would be some realignment of the programs, but the basic structure of the College remained constant.

4

By 1970 health professions in Boston alone were employing 87,000 persons, and as such they accounted for 7.7 percent of the total work force of Greater Boston—a situation that made the health professions second only to education as the chief employer in the area. Certainly such a situation bore out the observation that Dr. Knowles had made a decade earlier when he identified health professions “as one of the fastest growing segments of the economy.”¹³ Northeastern had responded to this observation in the development of its programs; the new organizational arrangement suggested that it would continue to respond, and by 1975, when health professions had become one of the University’s largest areas of study, it was clear that it had done so.

XIII

University Libraries, Learning Resources, and Computation Center

PARALLELING THE DEVELOPMENT OF NORTHEASTERN'S ACADEMIC PROGRAMS was the development of the University's academic support services, particularly those concerned with instructional content: the Libraries, Learning Resources, and Computation Center. (For other academic support services, see Chapter XVI.) Between 1960 and 1975 these areas increased exponentially as new programs, record enrollments, and technological advances made their impact felt.

1

THE UNIVERSITY LIBRARIES

From its inception Northeastern, of course, had had a library. In the very early days its collection had been combined with that of the Boston YMCA. Volumes in law, engineering, and business had vied for limited space, first in the small Berkeley Street facility, and after 1912, in the much larger new YMCA building on Huntington Avenue.¹ As the University attained greater definition, so also did its collection, and in the mid-1930s Northeastern appointed its first official librarian, Myra White. At this point the University's holdings were separated from that of the YMCA and moved into even more extensive quarters in the long wing of the Huntington

Avenue building. Students of the period fondly remember Miss White's formidable supervision of a collection that now extended from floor to ceiling, with law books alone occupying half the massive oak-paneled space. By the late 1940s, however, even this area proved inadequate, and plans began for a library building. In 1953 Northeastern's 22,000 volumes were finally moved into a home of their own, a newly constructed building that formed the eastern side of the University's quadrangle. And from 1953, then, dates the beginning of Northeastern's library as it exists today.

With a change in headquarters came a change in the University's attitude toward its library, a recognition that, were the collection to fulfill its function as a major academic support service in the late twentieth century, it would need to be expanded and retailored along lines consonant with modern professional educational aims. Toward this end, Roland H. Moody, who had been responsible for shaping Harvard's Lamont Collection, was retained as Director of Northeastern's library. Shortly after, Albert M. Donley, former Librarian of the Dedham Public Library, was appointed Assistant Librarian. Both these men remained through Dr. Knowles's term. Building on the foundation set by Miss White, who had retired, they were to be instrumental in shaping Northeastern's collection into a first-class university facility.

Between 1953 and 1959 Northeastern's collection expanded geometrically. The total number of volumes rose to 84,000, not including 1,175 periodical titles. The staff grew to seventeen persons, of whom seven were professional librarians. And the total operating expenditure for the fiscal year ending June 1959, was \$130,000.² (At this point the library was also responsible for all audiovisual material, but because the two areas were separated in 1966 and not reunited again until 1975, they have been treated here in separate sections.)

Quantitative growth alone was not the only achievement of these early years. At the same time certain general policies were established that would serve as guidelines for development over the next two decades. Essentially these policies encompassed the notion of the University library as a service organization in which students, faculty, and community should all be active participants. To assure the involvement of students, the staff contrived the then revolutionary idea of providing instruction in the library process, and staff doubled as teachers, first in mandatory freshman courses and later in more informal sessions. To assure faculty participation, library committees were established in each academic department to work with library liaison personnel on the selection of new titles and the creation of new collections. Finally, to underscore commitment to the community, the library became a member of the New England Library

Information Network. Under Dr. Knowles all of these practices continued and, in fact, expanded.

On October 28, 1959, shortly after inauguration, Dr. Knowles presided at his first official dedication—the unveiling of a plaque naming Northeastern's library building in honor of Robert Gray Dodge. The first lecturer in Northeastern's School of Law—from whose opening lecture, in fact, the University dates its founding—Mr. Dodge was also the first non-YMCA member of the Board of Trustees (1932–1936) and the first Chairman of Northeastern's Corporation and Board of Trustees (1937–1959). In a sense the unveiling served as a symbol: The prelude was over, the themes of expansion and service set between 1953 and 1959 were secure, now the curtain would rise on a time of fulfillment.

Central to this fulfillment was the development of Northeastern's library collection to new levels of sophistication. In 1960 the University began to consider the introduction of doctoral-level programs and the expansion of research. Simultaneously, the Dodge staff, in conjunction with appropriate faculty committees, began work on developing collections that would be suitable to these pursuits. In 1961, in the same year that Northeastern approved doctoral work in chemistry and physics, Dodge opened its first graduate research divisional library. The division, located in the United Realty building, brought together into one convenient place all high-level material appropriate to the development of research projects, research grants, and doctoral theses in chemistry and physics.

At the same time committees also began to develop other graduate/research collections in psychology, mathematics, and electrical engineering. In 1966, on completion of the Charles A. Dana Research Building, the physics collection was moved to this facility where it was combined with material pertinent to electrical engineering to become Northeastern's second graduate research divisional library. In the meantime, material relevant to mathematics was placed in United Realty. Then, in 1968 the third graduate research divisional library opened in Edward L. Hurtig Hall. This new building, which would house the departments of Chemistry, Chemical Engineering, and Allied Health Sciences, now became the home of collections in those areas. At the same time the psychology collection moved in with mathematics.

The addition of the graduate research divisional libraries, inspired by the enhancement of Northeastern's graduate and research programs, was a major step in the development of the University's collections. Of no less

importance, however, was the growing size and range of the holdings in other areas. A central factor in this growth was the addition of new colleges and courses in new fields of study. The opening of Pharmacy, Boston-Bouv , Nursing, and Criminal Justice, and the introduction of new programs such as those in Allied Health Sciences, Actuarial Science, and African-American programs, to name only a few, brought new constituencies with new needs that were reflected in a constantly widening selection of titles.

Further enhancing the scope of the collection was the 1963 choice of Northeastern as an official depository of government documents. In 1962 a Federal Depository Library Act, which would increase the number of such depositories around the country, was passed. Several such facilities already existed in eastern Massachusetts, and initially it was thought that a new facility might be placed west of Boston. Northeastern, however, was eager for such an addition. Speaker of the House John W. McCormack, Representative from Massachusetts, was sympathetic to the University's ambitions and thus intervened in its favor. As a consequence, Northeastern joined MIT and Harvard and became the third university in the area to receive such documents. Concentrating its selections on those areas in which Northeastern was particularly strong as well as on standard references, the University received about 48 percent of all available government material.

Still two other events that influenced the size and range of Northeastern's collection were the establishment of the Burlington and Nahant campuses and the growing interest in Northeastern's own history. The opening of the Burlington campus, which served not only conventional day college students but also graduate students, students in University and Lincoln colleges, and persons in State-of-the-Art and other Continuing Education programs, underlined the need to develop a facility to meet their relatively sophisticated demands. The Burlington Campus Library thus opened in 1964, with the aid of funds from the Lufkin Trust. The opening of the Marine Science Institute Library in Nahant had a parallel effect on science holdings, which were expanded by the development of a Marine Science collection. By the early 1970s the University had also grown sufficiently to put a new emphasis on its own past. As a consequence, in 1972 Mr. Donley was appointed Northeastern's first archivist and rare-book curator.

All of these aforementioned reasons for development are, of course, essentially internal, having to do with changes in the University itself. Even

the designation of Northeastern as an official depository can be seen as a reflection of the Institution's own increasing status. Another and equally important element in the story of the library's evolution during this period, however, had its roots outside of the University in the development of technology.

Following World War II, technology, particularly electronic technology, had begun to develop very rapidly in the United States. By the 1950s its impact was coming to be felt in almost all areas of American life. By the 1960s technology had arrived at a stage where even the very concept of traditional libraries was being altered. On the one hand it was affecting the medium of communication itself, placing a new emphasis on audiovisual materials as a way of communicating ideas and on microforms rather than physical volumes as a way of storing information; on the other hand, electronics were revolutionizing the way of managing, coordinating, and gaining access to information. The effect of this technological explosion on Northeastern's own library cannot be overestimated.

In 1953 Dr. William C. White had asked the library to assume responsibility for a small audiovisual service that included some equipment, books, and periodicals on relevant subjects, and photographic and slide productions. By 1964 the amount of material and use of the service had grown to a point that justified the creation of a separate Programmed Instruction collection, which alone included two hundred instructional programs and twenty-five teaching devices that were used for developmental and research work in programmed instruction.³ While this area operated autonomously, the library retained control of other audiovisual material. By 1966, however, this latter service had grown so large that the Director of the Libraries recommended the establishment of a Learning Resource Center that would function alongside the University Libraries, and shortly after an Office of Educational Resources was set up under the direction of James E. Gilbert (see below). Although in any discussion of facilities, Learning Resources continued to be linked with the Libraries, it was not until late 1975 that the area again came under the administration of Roland H. Moody, whose title was now expanded to read, Dean of University Libraries *and* Learning Resources.

In the meantime, technology was providing a supplement to physical volumes. Microfilms, microcards, and microfiches had become increasingly popular. These tiny pieces of film allowed Northeastern to acquire a collection that could not have been ever considered a decade earlier: an entire year of the *New York Times* could be stored on a roll of film occupying no more than a 3x5x2" box, while as many as 1,000 pages of material could be kept on a supra-microfiche no larger than an index card.

In the mid-1960s, then, the University began to augment its holdings in this manner. One of its first major purchases came in 1965 with the Early American Imprint Series, which contained, on a handful of microcards, a rich collection of every extant book, pamphlet, and broadside printed in the United States between 1639 and 1820. At the same time, a series of books on microfilms, which were based on Pollard and Redgrave and Wing Short Title Catalogues, including all English publications from 1475 to 1700, were also purchased. By 1975 roughly 50 percent of Northeastern's 700,000 collection was on microform.⁴

Still a third effect of technology on the library was the increasing computerization of its various functions. In the mid-1960s the first computer system was introduced for the U.S. Government documents—a first for Northeastern. The system was designed by then Associate Director Albert Donley and Richard I. Carter of the Computation Center and Robert M. O'Brien of Administrative Computer Services. Northeastern was the only Depository Library to have a computer-produced classification and subject book catalog of its holdings. It was the beginning of data file systems at Northeastern leading to on-line systems in the ensuing years. In 1967 an acquisition system was added whereby books could be selected, ordered, and processed electronically rather than by hand. The system not only made the ordering of books more efficient but also was useful as an evaluation tool and as a tool to determine that all disciplines within the University were being effectively and fairly served. In 1968 the computerized circulation system was introduced. Although some readers might regret the passing of handwritten cards that allowed one to see all those who had previously selected a volume, there was no question that the replacement of these miniature chronicles by the more impersonal "do not fold, spindle, or mutilate" equivalent increased service to the University community. A data file printed from the cards permitted a researcher to know not only what was out, but also who had it and when it was due. In 1969 the reserve book collection was put on computer, and that same year a computerized rather than card catalog was put in place for the Chemistry and Allied Health Sciences Graduate Research Library—a system that was subsequently introduced in other divisional libraries producing book and microfiche catalogs (COM).

The sum effect of all these devices was to make the operation of the library more efficient and to expedite the increasing volume of work that it had to handle. Essentially, these were management tools. In the 1970s, however, the University also began to add computer terminals, which increased access to material almost indefinitely through on-line access to data files at the Ohio College Library Center (OCLC), located in Columbus,

Ohio. By 1975 five such terminals had been added. A cataloging system that allowed the library to catalog materials by computer terminal and produce library cards was installed in 1972. Three others were added in rapid succession: (1) an acquisitions system that verified bibliographic information quickly and efficiently and was used for searching new titles for purchase, (2) a computerized interlibrary loan system that located materials in other libraries in the United States, and (3) a computerized bibliographical data file for periodicals and serials that was compatible with the aforementioned systems and extended their functions.

In 1974 another on-line terminal was added. This data file search system, initially keyed into thirty-five data bases covering a variety of educational disciplines, gave access to bibliographical information in several fields and provided a printout of abstracts and, in some cases, of complete texts. At the same time Northeastern began the purchase of microforms containing the material referred to by the computer file. One of the first such purchases was from the Educational Research Information Center (ERIC), and others soon followed—for example, from the National Aeronautics and Space Administration (NASA), Department of Defense (DOD), Defense Documentation Center (DDC), and National Technical Information Service (NTIS). By 1975 Northeastern not only had access to almost ninety data bases, but also to the research materials in books, periodicals, documents, technical publications, and microforms necessary for documentation referral.

As the library collection burgeoned, as the tools of management became increasingly sophisticated, so also the housing needs of the library grew and changed. In 1953 the entire operation—the storage of books, the offices, the reading space—had occupied only four rooms of the library building, the rest of the space being devoted to classrooms. By 1959 when the facility was dedicated, the collection and offices had come to fill two of the four available floors. In the next few years as the collection grew, a series of remodelings became necessary. In 1962 the first of these major changes occurred when the reading room on the third floor of Dodge was established and equipped to accommodate 164 students. Although the founding of the divisional libraries relieved some of the pressure for space, shelves were no sooner emptied than they were filled with new acquisitions; and although the purchase of microforms decreased the need for room to house actual volumes, it increased the need for room to house microform reading machines.

By 1966 Dean Moody was reporting a collection in excess of 300,000, about evenly divided between physical volumes and microforms. The library budget had reached \$500,000, of which \$200,000 was being allo-

cated yearly for new books and periodical subscriptions.⁵ In face of the University's continued growth, it was predicted that space for 500,000 physical volumes would be needed in the near future. At this point the University Trustees approved the preparation of plans for a new, combined library and learning resource center. (For the ultimate fate of this project, see Chapter XX.) Although plans were actually drawn up for an eleven-story complex that would provide undreamed of space for every possible function of the library as well as vastly extended Learning Resources, and although hopes were high, by 1970 it had become clear that such plans would have to be postponed indefinitely, such dreams frustrated at least for the foreseeable future.

As an alternative it was decided to remodel the existing structure, and funds to that effect were allocated for work beginning in 1971. Approximately \$750,000 went into renovations, which literally extended from top to bottom. The basement and first two floors were extensively redone, and classrooms were closed on the third and fourth floors, with the former opened to stacks and reading areas and the latter to Learning Resources. New lighting, carpeting, air conditioning, shelving, furniture, and a new microforms room with readers and reader printers were installed. An additional late-twentieth-century touch was the establishment of a tattletale system whereby books were magnetized to sound a buzzer if any user were so foolhardy as to attempt stealing them from the library. Although remodeling was not the final solution to the problems of library space, it nevertheless proved an effective if temporary alternative.

By 1975 Northeastern's library comprised six units: the Dodge Library, the three graduate research divisional libraries, and the collections at Nahant and Burlington. In addition, cataloging had been done for an extensive Music Reference Room, which in 1973 had become affiliated with Learning Resources, and for the African-American Institute library. With the aid of computerization, methods of cataloging, acquiring, searching for, and keeping records of information had greatly altered. Furthermore, although library holdings amounted to almost 700,000 items, access by computer meant that the library user had literally at his/her fingertips almost any piece of material in the country. Simultaneously, staff had grown to seventy-nine, twenty-eight of whom were professional librarians, while the total expenditure of the libraries, exclusive of electronic aids, had reached \$1,325,000.⁶

Despite this radical growth, however, the basic policies established in the early 1950s remained intact. Students were still instructed in the workings of the library, although their instruction now included information on a wide range of sophisticated media formats and the ability to

search computer data files; the faculty was still consulted on additions and new collections; and community affiliation had expanded broadly. Membership continued in the New England Library Information Network (NELINET). In addition, in the early 1970s the University Libraries became linked with the Ohio College Library Center (OCLA) through computers, and in 1973 they joined the Boston Library Consortium, which meant that Northeastern students and faculty had access to the collections of the ten major academic and research libraries in the Boston area and that these institutions had access to the collections at Northeastern. By any measure the record of the University Libraries during this era was impressive.

2

OFFICE OF EDUCATIONAL (LEARNING) RESOURCES

In the spring of 1958, in an address delivered at the Northwest Ohio District Meeting of the Ohio Library Association, Dr. Knowles had spoken glowingly of “. . . the startling developments of this era . . . in the field of communications.”⁷ The possibilities for education provided by a host of new electronic devices fascinated Dr. Knowles, and he brought this enthusiasm with him to Northeastern.

During his first few months in office, the new president promoted the expansion of the learning resource aspect of the library, supporting the development of closed-circuit television as a learning device and encouraging the purchase and use of a variety of audiovisual equipment. By 1963 over six hundred films were being borrowed or rented from the library for class use. Even more significant for the future of Learning Resources, however, were the plans then under way for a Division of Programmed Learning. For the first time electronic devices would be used in a systematic way for the purposes of instruction and research. Specifically the Division would:

apply the principles of programming to freshman students in order to overcome weaknesses in certain areas with the purpose of improving retention;

provide instruction for both graduate and undergraduate students in the College of Education;

assist the Center for Continuing Education in utilizing this technique in industrial training; and

conduct research in cooperation with the Department of Psychology.⁸

The project, which went into operation in January 1964, was too large to be managed by the library and was established as a separate service

with James E. Gilbert, Northeastern's first professor of Programmed Instruction, acting as Director and reporting directly to Provost William C. White. Although initially the library retained control of other audiovisual material, the rapid growth of programmed learning and the increasing importance of audiovisual material in general soon made it clear that it would be more practical to divide the management of the two areas definitively. In March 1967, then, an Office of Educational Resources was created as a distinct and separate academic service. The Office was designed to "facilitate the learning of students, to make available instructional services, equipment and media that would support the faculty instructional effort, and to engage in research and development instructional systems and innovations."⁹ James E. Gilbert was appointed Director of the new unit, which had four service divisions: (1) audiovisual media, (2) programmed learning, (3) instructional television, and (4) instructional systems and learning laboratories.

Other personnel of the Office of Educational Resources (OER) included Professor Roy C. Johnston, Director of Educational Television, and Professor Alvin Kent, Director of the Division of Programmed Instruction, which now offered more than thirty-five programs from calculus to the fundamentals of music to Spanish. The program served about five hundred students a week who, proceeding at their own pace in courses scheduled at their convenience, completed programs in one-half to three-quarters of the time that would have been required for a conventional class.¹⁰

Equipment and facilities in the new office included a 2500 MHz Instructional Television Fixed Service (ITFS) color-capable system that had been provided with the aid of a \$160,000 federal grant; calculators, typewriters and tape recorders—available in a machine aids study room; an EDEX multimedia student response instruction facility subsidized by the Educational Division of the Raytheon Company; and videotape recorder systems from the General Electric Foundation for Research. In addition, fifteen classrooms were equipped for the use of telelecture equipment.¹¹

In the course of the next twenty months, the responsibilities and staff of OER expanded rapidly. At the end of December 1968, Professor Gilbert moved to the Office of Vice President Kenneth G. Ryder to aid him in the administration and coordination of these services, and in July 1969, Alvin Kent became the Director of OER.

By 1970 changing conditions justified another organizational change. In August of that year, Dr. Thomas E. Cyr was retained to become head of the Division of Programmed Learning, which was now changed to the Division of Instructional Systems Development. Dr. Mina B. Ghattas, who had previously been an Associate Professor of Audiovisual Education at

Wisconsin State University (later the University of Wisconsin at LaCrosse) and before that had directed the Audiovisual Center at the American University of Beirut, was appointed Director of Northeastern's Division of Instructional Media. With the appointment of these two men, the internal structure of both these areas altered.

As Director of the Division of Instructional Systems Development, Dr. Cyr's tasks included supervising the work of instructional designers and coordinating it with faculty clients. In addition, he became responsible for television production and technical support services. Dr. Ghattas's work involved participation in the design of instructional systems and direction of the Campus Media (AV) Services, the Instructional Technology Information and Materials Center, and direction of the complex of study and systems facilities. He was also instrumental in developing the Media Production Laboratory and the Photography and Graphics Services.

In one sense these shifts in names and responsibilities are of less import than what they indicate about the entire character of instructional systems as they evolved at Northeastern. From a relatively small program in 1964 Educational Resources had become a major instructional support area by 1970, commanding a \$525,000 budget, with a total staff of over forty persons including assistants and work/study personnel.¹²

As a new unit the Office was not without problems. Some of the first efforts in instructional development had an almost science-fiction cast. The student pursuing an early programmed course in basic psychology, for example, might never see an instructor and even receive his or her grades from a computer. Over the years it became clear that such a totally impersonal delivery was not consonant with the real aims of education, and the approach was modified to allow for greater human contact. Personnel and other technical problems also abounded. In a new field, what services and facilities can be realistically provided and who is responsible for what must often be worked out by trial and error. Such issues as the copyrighting of material and the accordance of academic credit are cases in point. In November 1969 the Faculty Senate addressed itself to the latter issue, and a policy pertinent to the development, production, and implementation of instructional media was recommended and passed by the Board of Trustees January 9, 1970.¹³

Following the renovation of the Robert Gray Dodge Library in 1974, many of the components of the Office of Educational Resources moved back into the building and took over most of the fourth floor of that facility, including the language laboratories and the music area. With the aid of a Mellon Foundation grant, awarded in 1973-74, these operations now became integrated with the Learning Resource Center. The grant

contributed to the development of sophisticated language laboratory equipment, a high-quality music listening tape system, and individual facilities for viewing video tapes, slides/audio tapes, and film strips.

By the time Dr. Knowles stepped down from the Presidency, the Office of Learning Resources had become an integral part of the instructional support services of the University. Altogether it encompassed the following: a Campus Media Service (AV) responsible for providing resource materials and equipment; an Instructional Materials Service responsible for assisting faculty in locating, previewing, evaluating, and acquiring instructional materials; a Media Production Service responsible for providing facilities and equipment for production of instructional media, including photography, graphic, audio, and television production services, and for training students in operation procedures and faculty on utilization; and an Instructional Development Service responsible for designing new instructional materials for class and individual use and for assisting in curriculum development and evaluation. Supporting all of these offices was a Technical Support Department responsible for maintaining equipment including ITFS transmission facilities and for providing engineering support services and TV production support.

In 1975-76 the Office of Educational Resources became administratively related to the University Libraries as the Office of Learning Resources with Dr. Mina B. Ghattas as Director. "The startling developments . . . in the field of communications" of which Dr. Knowles had spoken so many years earlier had found a true home at Northeastern.

3

COMPUTATION CENTER

Another academic support service that came into existence during this period, and whose creation was totally the result of new technology, was the Computation Center. Established in 1959, when the University acquired its first computer system, a 650 IBM, the Center was conceived as a service department for education and research. In the early years, however, a substantial amount of administrative work was also delegated to it. (See Chapter XX for development of Financial Office computer services and Administrative Computer Services.)

From its inception, the primary mission of the Center was to serve the research and teaching needs of the faculty, research personnel, graduate, and undergraduate students. Major academic services included the following: instructing graduate and undergraduate students in computer programming and processing such programs; providing laboratory facili-

ties for an associate's degree program in Electronic Data Processing offered through University College; providing computer time, key punching, and programming for various sponsored research programs; scoring and analyzing objective examinations; and providing equipment and consulting services in the form of programming assistance to faculty members involved in independent research.¹⁴ In the course of the next fifteen years, there was little change in these objectives; there were, however, dramatic changes in the Center's ability to provide these services.

In 1959 the Center opened with the first system, which was rented from IBM at roughly \$3,000 to \$4,000 a month. Mr. Richard I. Carter was appointed Director, with two full-time assistants to aid him, and the basic functions of the Center were limned out. The total budget, including equipment, supplies and salaries, came to approximately \$40,000 a year.¹⁵

By 1965 the demand for computer services had expanded so rapidly that the need for a totally new system with a considerably increased capacity became essential. A "Preliminary Report of a Computer Study Committee," prepared by Dean Ronald E. Scott of the College of Engineering, followed by a series of memorandums from Mr. Carter to President Knowles, outlines what had happened. In summary what these papers show is that in the first six years the Computation Center had increased its computing power by a factor of eighteen, doubled its budget expenditure to \$87,383, and increased its staff from three to six full-time equivalents. Equipment additions and modifications during this period include the following: the September 1961 installation of an IBM 1620 (Model I), which doubled the speed and storage to increase memory capacity 50 percent; the February 1964 installation of an IBM 1620 (Model II) which increased speed to three times that of the Model I; and the December 1964 installation of an on-line printer to replace the initial 1959 tabulator printer. Despite these changes, in November 1965, Mr. Carter wrote Dr. Knowles that "it has become apparent that the growth rate of the Computation Center has fallen behind the needs of the University."¹⁶ Mr. Carter's recommendation was that a committee be established to consider plans for the installation of a totally new system and the overhaul of facilities. Such a committee was duly formed, and in early 1967 it approved Mr. Carter's recommendations. In 1967-68, then, began what might be considered as the second stage in the evolution of Northeastern's Computation Center.

In 1967 the IBM 1620 (Model II), which had been extended as far as it could go, was replaced by a Control Data Corporation CDC 3300, which

expanded computer capacity by a factor of ten. The following year a Data Educational Consulting Service was added and personnel doubled. While the Consulting Service was not new, the office was; it thus allowed the Center to better fulfill its original commitment to help faculty and research persons with programming problems. At the same time, and in deference to the expanding demands for computer services from administrative offices, an Administrative Computer Service Office was established in 1967, with Robert M. O'Brien, previously Assistant Director in the Computation Center, appointed as its Director.

By the end of 1968, dramatic changes had already taken place. Equipment costs had risen from \$45,000 in 1965 to \$80,000 in 1966-67, to \$144,000 in 1967-68; personnel had doubled, and the budget for salaries had grown from \$45,000, to \$55,000, to \$65,000, respectively. The Center also expanded in terms of space allocation, going from 1,500 sq. ft. in 1965 to 2,500 sq. ft. in 1968.¹⁷ More significant than mere numbers, however, was the increasing importance that the Center came to play in academic life. Two of the basic reasons for its growth were a growing maturity of the industry with a corollary perfection of equipment allowing it to handle more and increasingly varied tasks and a growing understanding and appreciation by laymen for what computers could do. In 1959 the Center had been seen as most relevant to engineering and pure science; by the late 1960s, the applicability of computers to other fields, particularly the social sciences, meant that demand on the Center skyrocketed.

In 1972 another equipment change occurred with the installation of a CYBER 72, increasing the capacity of the system by still another 2.5 percent. This was the final major equipment change until 1980, although a few other modest changes were enacted between 1972 and 1975. By this latter date the overall budget for the Center had climbed to \$475,000, with approximately \$300,000 of this amount going into equipment and supplies and \$125,000 going to meet salaries of personnel who now numbered twelve full-time persons. At the same time, space allocation increased to 5,000 sq. ft. Altogether, the Computation Center, which in 1959 had been seen as an almost maverick educational "frill," had become an essential educational tool. Now, into the 1980s, it is difficult to imagine any major university without such a service.

The expansion of the educational support services recounted above contributed substantially to the enhancement of Northeastern's academic reputation. Of course, these instructional academic support services were not the only ones to flourish during this period. Compensatory and re-

medial support services, as well as counseling and testing, also experienced great growth, but because these latter are more directly concerned with the changing character of the student body than the substance of academic programs, discussion of them has been reserved until later.



Unveiling of Northeastern's mascot, a bronze husky statue, fall 1962. From the left: Dean MacDonald, President Knowles, Student Council President Robert L. Washburn, and Sophomore Class President Suzanne M. Nourry.



The New England College of Pharmacy, Mount Vernon Street, merged with Northeastern, 1961.



Mugar Life Sciences Building—dedicated in 1963—was the first building completed under the Diamond Anniversary Development Program.



Northeastern's ROTC Brigade—one of the largest in the United States. Shown in parade in the mid-1960s.



Boston-Bouvé became one of the basic colleges of Northeastern in 1964. Seated: Marjorie Bouvé; standing, from the left: President Knowles, Minnie L. Lynn, Dean of Boston-Bouvé, and Mary Florence Stratton. Miss Bouvé and Miss Stratton were among the original founders of the school in 1913.



Northeastern's suburban campus in Burlington, dedicated on May 23, 1964.



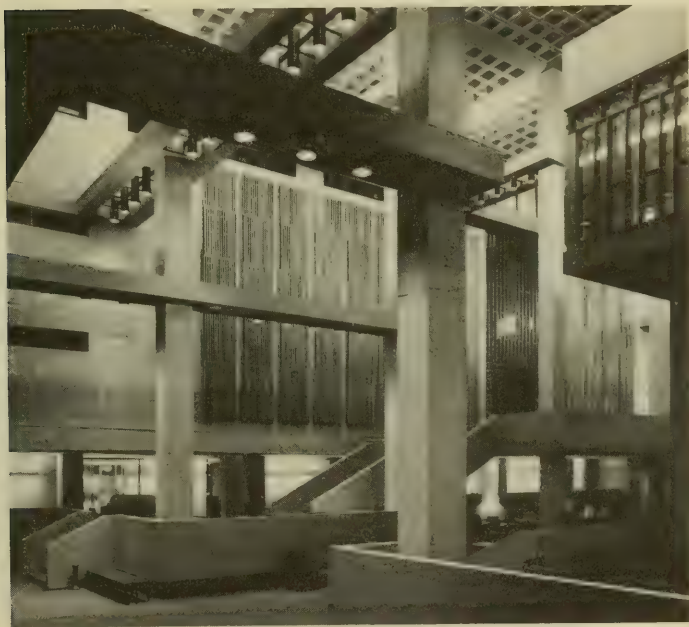
Frank Palmer Speare dormitory, opened in September 1964.



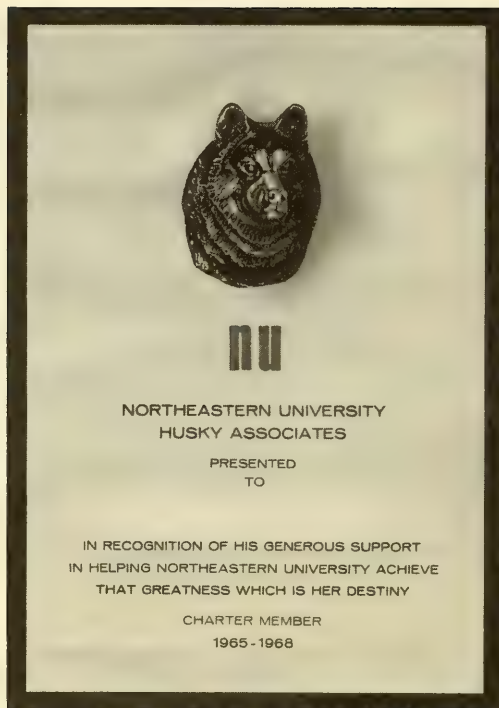
National Council of Northeastern University—Charter Meeting on January 22, 1965—was established to “provide alumni leadership in assisting the University to achieve its long-range objectives.” From the left: Vice Chairmen Henry C. Jones '25, Theodore R. Peary '32, Richard F. Spears '38, and Asa S. Knowles with Chairman Harold A. Mock '23.



Northeastern crew triumphs in its first season, 1964-65, and goes on to Henley.



Eli Student Center, opened in September 1965 and dedicated on November 16, 1965.



Husky Associates was established in 1965 to provide an unrestricted sustaining fund for Northeastern to use to achieve "that greatness which is her destiny."



Edwards Marine Science Laboratory in Nahant, acquired 1966, dedicated on October 20, 1969.



*The dedication of the Mary Gass Robinson Hall on April 7, 1966.
From the left: President Knowles, Dwight P. Robinson, Mary G.
Robinson, and Byron K. Elliott.*



Edward S. Parsons and President Knowles in 1966.

PART THREE

EDUCATIONAL
METHODOLOGY

XIV

Cooperative Plan of Education

AS HAS BEEN AMPLY DEMONSTRATED IN THE LAST SEVERAL CHAPTERS, THE 1960s were a time of unprecedented opportunities for higher education; and Northeastern's administration, capitalizing on these opportunities, went about creating a second miracle on Huntington Avenue. The addition of the doctoral programs and research, the expansion of Continuing Education to encompass all levels and tap new constituencies, the extension of the undergraduate colleges from four to ten (including a college of technology and a totally new evening institution for part-time adult students), as well as the accreditation of all programs were effectively transforming a small, local, largely technical university into a multifaceted institution of higher education enrolling almost 50,000 students and enjoying national visibility.

Although the aforementioned were all major achievements, they pale in comparison with a parallel development that was taking place at Northeastern during the same period: the development of the Cooperative Plan of Education—a unique teaching/learning process that alternated periods of supervised work with periods of academic study and that was destined to become under Dr. Knowles one of the leading educational movements in the last part of the twentieth century.

The Cooperative Plan of Education, of course, did not originate with Dr. Knowles or with Northeastern. The movement had been begun in 1906 by Dr. Herman Schneider at the University of Cincinnati. During his undergraduate years, when Schneider was studying to be an engineer, he had worked part-time and summers to afford his education at Lehigh University. Although his experience was not unusual, the questions he asked of it were. What, he wondered, would happen if a university played an active role in that work experience? What would happen if it supervised and coordinated that work with classroom materials? Might not necessity then be turned into a virtue? In the way of answers to these questions, Dr. Schneider devised a "Cooperative Plan of Education" whereby a university, through its contacts with business and industry, would not only help students attain jobs but also would oversee and monitor their performance to assure a correlation between what was being studied and what was being done. Such a scheme, Schneider reasoned, would help students not only economically but also academically by enhancing theory with practical experience. Such a plan would also help the university by making higher education accessible to more students, and it would help business and industry by assuring relevant classroom training for potential, future full-time employees.

For several difficult years Schneider labored to convince a variety of universities to adopt his idea. Finally, in 1906, he prevailed on the University of Cincinnati, where he was serving as a faculty member in the College of Engineering, to try out the first cooperative plan in that college. A few years later and a few thousand miles away in Boston, Professor Hercules W. Geromanos, reading about the University of Cincinnati's program, became convinced that "Co-op" was equally applicable to Northeastern students, and in 1909 the College of Engineering became the second in the country to try cooperative education. In 1922 the plan was introduced in the Northeastern College of Business Administration, and during the same period, Dr. Arthur Morgan, President of Antioch College, having recruited Northeastern's own Philip Nash to administer the program, adapted it to its liberal arts curricula, thereby initiating the famous "Antioch Plan."

In spite of the success of these various operations, Dr. Schneider's idea remained a relatively minor educational movement for the next fifty years, although it did enjoy a small flourish of activity following World War II as the country struggled to meet new manpower demands. Nevertheless, when Dr. Knowles returned to Northeastern in 1958, the term still

connoted to most educators little more than a gimmick, a "different" way to help poorer students in a few isolated and largely vocational disciplines pay for their education. To Asa Knowles, however, the Cooperative Plan of Education meant a great deal more than that, and his conviction that the Plan could and should become a major part of the learning process in a wide variety of fields constituted one of his chief contributions to Northeastern and to the educational world at large.

Dr. Knowles's own commitment to cooperative education stemmed from his experience at Northeastern in the 1930s. At that time, when many students could barely afford trolley fare, the young instructor had been struck by a scheme that allowed them to afford an education. During a period when the halls of academe and, ironically, even meaningful jobs were all too often the privilege of an elite few, he had been intrigued by a method that tried to provide not only a chance to study but a chance to work. Nor were economic considerations the only aspect of cooperative education that impressed the young Dr. Knowles. As early as 1940 he began to articulate his own attitude toward work as an integral part of the educational experience: "Curricula must face day to day situations in job getting and earning a living. . . . Today's youth must be prepared for citizenship in a democracy, taught how to earn a living and take part . . . in a highly industrialized society."¹

In the ensuing years after he had left Northeastern, the realization of how much Northeastern had done through its Cooperative Plan, not only to open doors into the classroom but also into meaningful life careers, continued to haunt his imagination, and when Dr. Ell and the Board of Trustees offered him the presidency of Northeastern, "the chance to do something with cooperative education was," in Dr. Knowles's own words, "one of the determining factors in my acceptance."

2

What Dr. Knowles intended to do in 1959 was to clarify what the Cooperative Plan of Education actually meant, to demonstrate that it could be applied in any professional discipline, and to achieve for the Plan serious recognition by prominent educators. In addition, he was determined to expand Northeastern's leadership in the field. By 1959 only fifty-five other institutions had any form of cooperative education.² Of these, only a handful made the system mandatory, and of this handful almost all were in engineering and business. Northeastern, with 3,400 students on "Co-op" in four colleges (Engineering, Business, Education, and Liberal Arts) and with 1,700 job placements and 780 participating employers, was the ac-

knowledgeable star but in a small theater. It was Dr. Knowles's ambition to extend the role and the theater. What he could not know, of course, was that the particular social, political, and economic conditions of the 1960s would make the development of cooperative education and subsequently Northeastern go far beyond anything anyone anticipated.

The first step in the achievement of Dr. Knowles's plans took place almost immediately after his inauguration: The name of the office that had existed at Northeastern since the 1930s as the Office of Cooperative Work was changed to the Department of Cooperative Education. At the same time, Roy L. Wooldridge, who had served since the death of Winthrop E. Nightingale in 1953 as Director of that Office, was appointed Dean as well as Director. Small though these changes were, for those with eyes to see they were profoundly significant. The change from "Work" to "Education" clearly signified that aspect of the Plan which the new administration intended to emphasize: "Co-op is not just part-time work or a summer job. It involves a specific training program correlated with studies being pursued."³ The addition of the title "Dean" made clear that "Co-op" was not to be considered just another department but a major unit of the University on a par with any of the colleges.

The second internal step was somewhat more complicated. It began in the fall of 1960 with the negotiations between the New England College of Pharmacy and Northeastern. Although these negotiations were important as a sign that Northeastern intended to expand, they were even more important as a demonstration that the University was serious in its intention to extend the Cooperative Plan of Education to new areas of study.

In the early 1960s no pharmacy college in the country operated on the Cooperative Plan, and there was understandably some apprehension at initiating the first program. In favor of the idea was the fact that a traditional pharmaceutical student needed a year's experience to qualify for licensing—a requirement that might well be filled by the cooperative work assignment. In opposition to the idea was the American Council on Pharmaceutical Education's demand that a certain number of hours be devoted to classroom study—a demand that would be difficult to accommodate without extending the degree time to a prohibitive six years. How these problems were resolved has been covered in Chapter VII and need not be repeated here, but what emerged with the final solution was an image of an institution that was willing to listen to, adjust to, and accommodate any variety of demands, be it calendar, course offering, or expense, but that would not compromise on the basic issue of cooperative education as an integral part of undergraduate education.

As it turned out, negotiations were not overwhelmingly difficult. Dr.

Leroy C. Keagle, President of the New England College of Pharmacy, was predisposed in favor of the Plan; the American Association of Colleges of Pharmacy was more than willing to cooperate, and thus on September 7, 1962, the country's first College of Pharmacy operated on the Cooperative Plan of Education opened at Northeastern University.

In the next several years similar kinds of pioneering inroads would be made into the fields of nursing, graduate actuarial science, graduate accounting, physical therapy, recreation education, and criminal justice. In not every instance, however, was the idea of cooperative education as easily accepted as it had been for Pharmacy. In the relatively conservative field of nursing, for example, there can be little question that the notion of "Co-op" was understood as a real threat to more traditional nursing education. As a consequence, the National League of Nursing raised issues about Northeastern's program, which the University could not help feeling reflected a basic fear of the new method, and only the adamant persistence of Dr. Knowles, Dr. William C. White, and Dean Charlotte Voss, in tandem with the growing respect for "Co-op" throughout the country, finally won the day. (See Chapter VII.)

In other instances, as in the case of the merger with Bouvé-Boston, a genteel disinterest in the idea proved almost as much a stumbling block as fierce opposition. Thomas E. McMahon, Associate Director of the Division of Cooperative Education, tells the story of a meeting between the Dean of the College, Minnie E. Lynn, and Dr. William C. White in the mid-1960s. Bouvé had become part of Northeastern in the fall of 1964 with the understanding that its programs of Physical Education and Physical Therapy would be adapted to the Cooperative Plan as quickly as possible. It soon became apparent, however, that the speed was far slower than anticipated by Dr. White, who politely brought the lapse to the attention of Dean Lynn and her staff. "But Bouvé girls have their own tradition of education, Dr. White," she reminded him loftily. "We can hardly expect them to act precipitously." Responded the silver-haired Provost just as gently, if through his teeth, "And Bouvé was merged, ladies, on the grounds that such tradition could be adapted to Co-op, so let us see that it is done—now."

In spite of such contretemps, however, Dr. Knowles's contention that the cooperative method was applicable in any professional field where internship interspersed with classroom education could be made an integral part of the learning process prevailed and rapidly proved itself in the example of Northeastern. Nor was the method limited to undergraduate studies. In the early 1950s Northeastern had pioneered graduate "Co-op" in the engineering field. In the 1960s this was extended, and by 1975

Northeastern was enrolling almost 650 graduate students in the Cooperative Plan of Education in Engineering, Business Administration, Law, Accounting, Actuarial Science, and in Chemistry at the doctoral level.

The success of the cooperative method in all of these areas is now part of educational history, but some programs brought particular acclaim to Northeastern by virtue of their sheer appropriateness to the demands of time. The cooperative graduate programs in Accounting and Actuarial Science, for example, represented uniquely practical solutions to increasing manpower shortage problems in both these fields. Both accounting and actuarial science require special examinations for acceptance into higher levels of the professions, but while the need to fill these high-level jobs was acute, few institutions or employers could afford the time out necessary for training. Previous to Northeastern's programs, applicants for these examinations had frequently studied on their own after hours, or attended limited training programs offered through their industries. Northeastern's cooperative graduate schools, which were based on an internship program designed in conjunction with and supported by specific actuarial and accounting firms, allowed the student to alternate study and work in a structured scheme while simultaneously assuring the industry a constant flow of qualified and much needed manpower.

The Cooperative School of Law also represented a practical solution to a contemporary problem, although in this instance the question was not so much manpower supply as the type of training available to that manpower. In the early 1960s a *Boston Herald* editorial recounts the growing alarm on the part of members of the American Trial Lawyers Association that young lawyers were not equipped with appropriate courtroom preparation and were not sufficiently aware of law in operation.⁴ Northeastern's new School of Law addressed itself directly to this problem, and through its Cooperative Plan, which incorporated the old-fashioned apprentice system with modern classroom methodology, offered a solution. The success of this program was rapidly attested to by accreditation from the American Bar Association and the Association of American Law Schools, and went a long way toward demonstrating the validity of the cooperative method in the teaching of highly sophisticated disciplines. (See Chapter IX for further details on the Graduate "Co-op" Program.)

Although each of these graduate cooperative programs was developed by the faculty and dean of the relevant field, the role of Alvah K. Borman in promoting the concept of cooperative education on the graduate level cannot be overlooked. Professor Borman had been instrumental in introducing the idea for Electrical Engineering students in the 1950s, and in the 1960s he set up and served as the Director of Northeastern's first

Graduate Placement Services, which was responsible for finding suitable "Co-op" placements at the graduate level.

Thus during the 1960s, the internal development of the University's cooperative education programs flourished at all levels. Dr. Knowles was determined that the Institution would be without equal in the field, and it was. Nevertheless such development was not devoid of problems. Although the University consistently maintained a 98+ percent average for the placement of all qualified students into jobs, for every story of a history student who went on from his "Co-op" position to become a working member of the Boston Athenaeum there were counterstories of philosophy majors who had to content themselves with applying the principles of Plato to the position of bank clerk. Certain fields naturally lent themselves far more easily to relevant jobs than others, and faculty coordinators—the persons in the Department of Cooperative Education charged with finding students positions—had to constantly rack their minds and their files to find appropriate positions. Yet in one sense this very difficulty was an educational experience in itself, for students came to appreciate earlier than their peers in other institutions the complexities of the market that "Co-op" jobs so aptly reflected and to realize that the study of poetry is no guarantee of a "poetic" paycheck.

At the same time, the sheer volume of students processed by the Department of Cooperative Education, which had become a branch under the Division of Cooperative Education in 1967, presented still further problems. The mere existence of an educational method that was supposed to satisfy the demands of students, business and industry, and the University was no guarantee that it could do so in each individual case. As "Co-op" became more and more well known, as it extended into new fields, as the student body became more heterogeneous, as the geographic scope of "Co-op" placements as well as applications to Northeastern expanded, and as more and more students, including those from foreign lands, flooded into the University, the headaches of those who had to accommodate these changes grew apace. "We would listen to Dr. Knowles extolling the virtues of "Co-op" to the larger world," says Professor McMahon, "reciting all that it could accomplish, and those of us down here in the trenches who had to convince the engineering employer that a woman really could work on a construction site would shiver." And for those in the "trenches"—for those who had to implement the Cooperative Plan of Education in which Dr. Knowles had such faith—the problems cannot be minimized. To fully understand their dimensions, however, and to appreciate some of the structures that came into being to deal with them, the student of Northeastern history must first recognize what was

happening beyond Huntington Avenue which, to a large extent, contributed both to these problems and to their resolution.

3

While Northeastern was developing its own programs, an interest in the Cooperative Plan of Education was also beginning to grow in the larger world. Central to this growth was the founding in 1962 of the National Commission for Cooperative Education, which became the voice for cooperative education throughout the country. Through its services, educators, legislators, and the public at large were to become aware as never before of the potential of this educational method to deal with problems of developing institutions, of manpower training, and of program relevancy. To the work of the National Commission, then, may be attributed much of the new status that cooperative education was to enjoy by the end of the decade.

The line of development leading to the formation of the Commission can be traced back to May 1957, when a "Conference on Cooperative Higher Education and the Impending Educational Crisis" was called together under the sponsorship of the Thomas Alva Edison Foundation. The immediate antecedents to the conference had been the findings of a federal Commission on Financing Higher Education, appointed in 1952, and a President's Commission on Education Beyond the High School Level, appointed in 1956. Both of these commissions had recognized the growing financial difficulties facing higher education as the tidal wave of postwar babies reached college age. Although neither group had offered solutions, nevertheless, their articulation of the problem had created a context favorable to the reexamination of "Co-op" as one means of dealing with the situation. Consequently, Charles Kettering, then President of the Edison Foundation, had summoned the May 1957 conference. Among the findings of this conference were the explicit recognitions that "Cooperative education is a way of drawing upon human resources for education at a time when present resources are in short supply. It is a way of establishing a new and fruitful relationship between business and governmental institutions in our society and educational institutions"; and that "although cooperative education is not an educational panacea, it is a very substantial means of extending higher education in America."⁵

As a result of this conference, an extensive two-year study on National Cooperative Education was planned. Ralph W. Tyler, Director of the Center

for Advanced Studies in Behavioral Sciences at Stanford University, a staunch advocate of the cooperative method, and an internationally renowned scholar, became the Chairman; James W. Wilson, a protege of Tyler's and Dean of the College of General Studies at Rochester Institute, was appointed Executive Director. The Fund for the Advancement of Education under the Ford Foundation provided \$95,250 toward financing the study, subsequently published in 1961 as *Work Study College Programs* by James W. Wilson and Edward H. Lyons (New York: Harper and Brothers, 1961).

Significantly, although Northeastern was generally recognized as the chief practitioner of the cooperative method, the University did not take part in the initial steps of the study. The reason was not lack of an invitation, but simply Dr. Ell's contention that the chief business of Northeastern was Northeastern, and thus he had declined to participate. Two years later, however, when Dr. Knowles took office, this policy changed, for it was the new president's feeling that the University must not only take a role, but a very active role in any study touching on the Cooperative Plan of Education.

Probably no other issue so aptly illustrates the distinction between Dr. Ell and Dr. Knowles as the divergent attitudes of the two men toward this matter. While Dr. Ell felt strongly that the best interests of the University lay in focusing all administrative attention within the white brick walls on Huntington Avenue, Dr. Knowles felt just as strongly that the future of Northeastern depended on developing and nurturing contacts beyond those walls. The basic difference was a matter of personality, but as time has amply proved and as one alumnus has aptly remarked, "Northeastern was singularly blessed by having the right presidents at the right time."

The idea of "giving Northeastern's information" to outsiders, of sharing the fruits of hard-won experience with others, was not automatically greeted with enthusiasm by some of the old guard at the University. To these Dr. Knowles responded with an anecdote from his Maine childhood:

I was around six and electrical appliances were just coming to be known in Northeast Harbor. Many of us still lit our homes with kerosene or gas, kept the perishables on ice cut from the pond, swept the floors with brooms, and ironed the clothes with sad irons. Oh, we knew about refrigerators, electric irons, and vacuum cleaners. We knew you could press a switch and get light, but it just didn't seem necessary. Then the major electrical companies got together. They

didn't start by trying to sell us a GE, a Westinghouse, or a Sunbeam. Instead they took out a full page ad telling us all the glories of electrical living. Well, in the space of a few weeks we were curious, in the space of a few months we were downright anxious, and in the space of two years it just didn't seem possible to get along without such appliances. It wasn't until they got us to that point that we ever heard about brand names.

Working from analogy, he reasoned that it would only be when the Cooperative Plan of Education was fully understood, when there was a real appetite for this system, that Northeastern could come into its own. He also reasoned that, in light of the Edison Conference and the ensuing Wilson publication, cooperative education might very well become the wave of the future, no matter what Northeastern did, and that it would be far wiser for the University to lead this parade than to follow it.

Shortly after his inauguration, then, Dr. Knowles made it quite clear that Northeastern was not only ready but willing to cooperate. It was a step that would have dramatic repercussions. In 1960 and 1961 Northeastern began to take an active role in Dr. Wilson's research. Consequently, when as a result of this project plans were begun to institute a National Commission on Cooperative Education that would promote and encourage the use of this method throughout the country, both Byron K. Elliott, Chairman of the Board of Trustees of Northeastern, and President Knowles were asked to be founding members. Dr. Ralph W. Tyler was appointed Chairman—his name alone guaranteed the organization would have prestige. President Knowles was appointed Vice Chairman and George E. Probst, another protégé of Tyler, previous head of the Chicago Round Table and Executive Director of the Edison Foundation under Kettering, became the Commission's first Executive Director. This was a formidable roster, made no less formidable by the connection of these men with important foundations, particularly with the Ford Foundation, which now provided substantial funds to finance the Commission.

In October 1962 the National Commission on Cooperative Education (NCCE) was officially incorporated. It was to serve as the voice of cooperative education, particularly in Washington, and as Dr. Knowles perceived could become a very powerful factor for directing the federal government to favor this particular educational method. Working from this premise, he donated 20 percent of the time of Northeastern's own Dean of Cooperative Education to the work of the Commission. Thus, from the organization's inception, Northeastern had a distinct and important role in its operation.

The immediate and direct effect of the NCCE on Northeastern was

actually minimal. Its function after all was to serve as a missionary for an idea, not for a particular institution. As a consultant to its Executive Director, Dr. Roy L. Wooldridge, with his counterpart from Antioch—Dr. J. Dudley Dawson, did have to spend considerable time in New York where the main office was located. As a consequence, an Assistant Director of Cooperative Education, Professor Thomas E. McMahon, was appointed to help ease the growing work load at home. Aside from this personnel change, however, in the beginning the NCCE had little impact on Huntington Avenue, where the chief concerns at this time were focused on setting up a Graduate Division of Cooperative Education, overseeing the initiation of the method into new academic areas, and serving as host to the constant flood of visitors from as far off as Tanganyika and the Soviet Union, who had come to observe this particular brand of American education in operation.

Events on the national scene, however, would soon transpire to elevate the work of the Commission to a far more important place than most of those who participated at its modest beginning could ever have anticipated. The first and perhaps most important of these national events was the accession of Lyndon Baines Johnson to the Presidency. Under President Kennedy some inroads had been made in acquiring federal funds for higher education. His most important contribution, however, had been in creating the sense that something would be done. It was not until President Johnson, in his State of the Union message of January 1964, declared his "unconditional war on poverty," however, that the golden age of higher education truly began.

Basic to Johnson's strategy in that war was his faith that education, particularly higher education, was the chief means of social mobility in our society. Thus almost immediately the new President began to push the federal government to design ways that would increase accessibility to colleges and universities. Congress proved receptive, and by late 1964 a series of social opportunity bills were already passed or in the works. Among these was the Economic Opportunities Act, which created the Office of Economic Opportunity and which also had a small proviso stipulating that colleges and universities could establish work/study programs for the benefit of needy students. The implications of this Act and of the entire war on poverty were not lost on the NCCE. Almost overnight a context had been created that brought cooperative education into the forefront of national consideration.

It was during that summer, then, that the NCCE embarked on its first big missionary venture. The Johnson Administration was planning a landmark higher education act: The time was ripe to assure that cooperative

education was mentioned. The strategy was simple. NCCE, although not a lobbying group, would provide expert testimony to senators and representatives on the advantages of cooperative education.

In the person of George E. Probst, the Commission had a particularly dashing and eloquent spokesman. Although the Director was not exceptionally versed in the intricacies of the method, he was more than well versed in a knowledge of people, particularly of senators and representatives. His list of acquaintances in powerful circles was also legendary. Thus in the summer of 1964, Deans Wooldridge and Dawson and Director Probst went to Washington, where they met with Wilbur Cohen, Assistant Secretary of Health, Education and Welfare, and chief architect of the impending bill. Roy Wooldridge recounts this story:

It was rumored that the new bill would have a section on work/study. Up to that time work/study and cooperative education had been used synonymously and we wanted them to change the name of that section. We had a long conversation and Cohen listened patiently. "What you are doing," he said when we had finished, "is marvelous. But the practical reality is that we want financial aid for college students and the Congressional mentality is such that the only way we can get financial aid and legislation passed through Congress is for us to have the word 'work' included." But even though he wouldn't change the wording of the bill, Cohen got excited enough about what he heard that he began to wonder if there shouldn't be incorporated in the bill some kind of support for this other form of work/study that had been around for so many years.⁶

When the bill was presented for hearing by the Senate Subcommittee, the Commission was invited to testify, and subsequently, when the Higher Education Act of 1965 was finally passed, it did include specific mention of cooperative education. Under Section III—Developing Institutions—there was the stipulation that such institutions could receive funds "for the introduction, support and implementation of cooperative education."

Although the reference was small, it was significant and represented a major victory for the Commission. For the first time the federal government had recognized "Co-op" as a distinct and particular type of higher learning, and it had recognized it in the context of the national welfare.

Thus in a sense the NCCE had already justified its existence for Northeastern. Although the term "developing institutions" had nothing directly to do with the University—actually its primary reference was to small, black colleges in the South—the mention of the method, particularly at the federal level, stirred an interest in the Cooperative Plan, without which nothing else could have happened. For Northeastern the incident was of

undeniable import. Where it could not speak for itself in matters relating to the federal government's support of "Co-op," from its position of power on the Commission it could speak. It was a situation not to be treated casually, and, when at one point the NCCE was threatened with financial problems, Dr. Knowles determined it worthwhile to pick up the tab even at his own expense for, as demonstrated by this first victory in Washington, the NCCE was an investment in Northeastern's own future.

4

The effect that the National Commission had on stimulating interest in cooperative education cannot be overestimated. The effect that this interest had on the shape and status of Northeastern was equally profound. Thus, even before the passage of the 1965 Higher Education Act and as a direct result of the promotional work done by the National Commission, several institutions had already begun to contact the Commission's New York Office for information on how they might introduce this method of education to their own campuses. The Commission, capitalizing on its connection to the Ford Foundation, referred these institutions to Ford's Fund for the Advancement of Education, which in its turn agreed to finance six colleges for a three-year period to implement the method if Northeastern would provide the guidance.

Northeastern gladly accepted the assignment and was accordingly granted \$143,000 by the Fund for the Advancement of Education. Under the stipulations of the grant, the University would provide consulting services to the selected institutions but it might then, at its own discretion, consult with as many other colleges as it wished. Thus in 1965-66, Northeastern established its Center for Cooperative Education, which in essence was to act in a complementary relationship with the NCCE, for while that organization would carry the gospel of "Co-op" to the outside world, it was Northeastern's Center that would provide actual guidance for implementation.

Under the direction of Professor Charles F. Seaverns, Jr., an alumnus of the University and the son of an alumnus, a man of great energy, determination, and loyalty to a method that had served him well, the Center became an immediate success. In the first few years alone, it provided consulting services to as many as 350 colleges, conducted three- and four-day workshops in Henderson House, and provided a host of programs both on and off campus. It pioneered programs for the training of coordinators, which became the prototype for all such programs, and further designed a manual for their training, which is still used in the 1980s.

So successful, in fact, was the work of the Center that in 1968 the Ford Foundation continued its support for another three years. As this grant lapsed and before funds from the amended Higher Education Act of 1968 were appropriated, the federal government by administrative order channeled \$1,500,000—or 1 percent of the funds earmarked for other forms of work/study—to support expansion of cooperative education programs and some of these funds helped support the Northeastern Center.

In 1971, Charles F. Seaverns, Jr. was forced to slow down his work pace because of ill health, and Paul E. Dubé, who had been with the University since the mid-1950s, became the Center's Director. He brought to the position keen intelligence and foresight, which assured not only the continuation of the programs but also their extension into new areas. By 1975 the Center had provided service to literally hundreds of colleges and universities and had been instrumental in giving them the know-how that swelled the ranks of those offering some form of cooperative education to almost 1,000 institutions. This, however, is to get ahead of our story. In 1965–66 Northeastern opened its Center, and in a sense Dr. Knowles's policy of participation was affirmed. He had cast Northeastern's lot with the outside world, and already the outside world was turning to the University for guidance.

If the Center for Cooperative Education might be considered as the first by-product of Northeastern's connection with the National Commission, the establishment in 1968 of a research professorship in cooperative education might be considered the second. The work of the Commission was undoubtedly stimulating new interest in the Cooperative Plan of Education, particularly among legislators and administrators who saw it as a way of allaying part of the cost of higher education. However, it was the consensus of those who worked in promoting the method that one of the chief obstacles to general acceptance was resistance on the part of faculty who did not fully understand the educational implications of the idea. Even at Northeastern mutterings had been heard that "cooperative education is inconsistent with the notion of a university as a community of scholars."

Both President Knowles and now Vice President of Cooperative Education, Roy L. Wooldridge, attributed this lack of understanding to the dearth of any really substantive scholarly material on the method. To correct this situation, Northeastern now approached the Ford Foundation with a proposal for an endowed Chair in Cooperative Education Research to be established at the University.

At this point it is perhaps necessary to review the role of the Ford Foundation in promoting the cause of cooperative education. Not only

had the Fund for the Advancement of Education provided financing for the Edison Study, which resulted in the formation of the NCCE, but it had also contributed to the support of that organization. From 1965 to 1971 the Fund was also the chief source of support for Northeastern's Center; now in the fall of 1967 it made available a grant of \$375,000 to be matched by the University for the establishment of a research chair at Northeastern. The following year Dr. James W. Wilson, who had served as the Executive Director of the Edison Study, agreed to accept the Chair and become Northeastern's first Research Professor of Cooperative Education. He was charged with four major tasks: to assist in the development of graduate programs on cooperative education, to do research, to publish, and to get himself known.

Not unexpectedly, in view of the growing receptivity to cooperative education, accomplishments in all these areas went forward rapidly. By 1969 Dr. Wilson had prevailed on Northeastern's College of Education to accept a new graduate course, Cooperative Education in America, the only such course in the country. Research on individuals active in cooperative education, student-coordinator relationships, compensation for "Co-op" students, and cooperative education in general had been completed, and the findings of the latter three projects were published in the *Journal of Cooperative Education*. In addition, Dr. Wilson's name had become one to conjure with. Universities and colleges flooded him with invitations to speak, Washington requested his assistance in preparing material for still further amendments to the Higher Education Act, and federal and private agencies sent to his office frequent proposals for research projects.

In 1971 President Knowles authorized an assistant to help Dr. Wilson handle the work load. By 1973 there were four professionals, a handful of secretaries, graduate assistants, and even work/study students, all engaged in research relevant to cooperative education. At this point, then, it was determined to group all these activities into one Center for Research in Cooperative Education, the first and only such institution in the country.

This Center provided for the Cooperative Plan of Education the background of scholarly analysis that was essential for the true growth and development of the cooperative method. In 1975 the Board of Trustees designated the endowed Chair in Cooperative Education as the Asa Smalldge Knowles Professorship of Cooperative Education. It was an appropriate designation, recognizing both the importance of that position and the role of Dr. Knowles in developing and giving new status to the method.

By 1968, then, Dr. Knowles's earlier decision that Northeastern should participate in the world of cooperative education beyond Huntington Avenue had resulted in the University's leadership in a major national

organization and an important role in the formulation of federal legislation. As a by-product of these actions, the University had gained considerable prestige and, by virtue of its two new centers, had become the mecca for both training and research in cooperative education.

5

In the early 1960s the problem of developing new institutions to accommodate the increasing college-age population and of making this education available to a new constituency had occupied national attention and created a context favorable to the expansion of the Cooperative Plan of Education. Johnson's "War on Poverty" had addressed itself to the issues of development and accessibility and resulted in federal legislation supportive of work/study programs as a means to ease the financial burden of new institutions and to open admissions for students who might otherwise not be able to afford higher education. The work of the National Commission in paving the way for this legislation and the subsequent effect on Northeastern have been recounted above. Had history stopped at this point, the role of the Cooperative Plan of Education and of the University as its major proponent would still have commanded attention in any story of American higher education. History, of course, did not stop, and events of the next decade were to prove perhaps even more important to the full realization of the potential of this method.

In the mid-1960s, Christopher Jencks, the New Left sociologist, writing on Johnson's War on Poverty commented that "the government by concentrating on education, training and character building [assumes] that the poor are poor not because the economy is mismanaged but because the poor have something wrong with them."⁷ By the late 1960s, as the war in Vietnam escalated, as riots ripped apart American cities, more and more Americans, particularly young Americans, angrily began to share Jenck's view. There was something wrong, they felt, with the management; and the structures of that management, popularly referred to as "the establishment," needed reassessment.

As a result, general attitudes toward institutions, including educational institutions, began to change in the latter half of the decade. Although development and accessibility to colleges and universities were still important considerations, the programs offered in these institutions now came under new scrutiny.

A student from an ivy league college writing about this time comments, "We felt as if we were being shunted away from where things were

really at. It didn't help that many of us were in college just to stay out of Vietnam; that, in fact, laid on an extra guilt trip. It was a helluva choice. You were, as they said, either part of the problem or part of the solution. You couldn't just sit around and study Latin."⁸ The need for relevancy, which is implicit in this letter, had become the rallying cry of students. At the same time, administrators, despairing of constant disruptions on their campuses, were also beginning to look around for new approaches that would help stem the tide of rising alienation.

One of the immediate effects of this situation was to create an atmosphere conducive to the exploration of alternative forms of education. Traditional education had been found wanting. What else was possible? On February 28, 1967, President Johnson, in his education message to Congress calling attention to a specific form of education for the first time in our history, proposed the Cooperative Plan of Education as one of those alternatives: "A number of our colleges have highly successful programs of cooperative education which permit students to vary periods of study with periods of employment. This is an important educational innovation that has demonstrated its effectiveness. It should be more widely applied in our schools and universities."⁹

Significantly, the following year, when amendments to the 1965 Higher Education Act were passed, the Cooperative Plan of Education was now included under a new title, Title IVd, Student Assistance-Financial Aid. This title authorized Congress to appropriate funds for cooperative education not simply in "developing institutions" but in any institution wishing to establish, strengthen, or implement the plan. Although the change did at least recognize the pertinence of cooperative education to already established institutions and to the middle-class student, it still laid stress on the financial rather than educational advantages of the method. "We still had a long way to go," said Roy Wooldridge speaking for the National Commission, "to make the legislature fully aware of the potentials of 'Co-op' as a way to counter the new educational problems."

If the new legislation, however, did not go as far as the National Commission might have wished, it was highly significant, and, in combination with three major national studies that appeared at this time, it was to have a profound effect on the future of cooperative education and again on Northeastern. These three studies—the Carnegie Commission Report, *More Time Less Options*, the American Academy of Arts and Sciences' report on *The Assembly on Goals and Governances*, and the Department of Health, Education and Welfare's report on *Higher Education* popularly called the Newman Report after its author, Frank Newman—were all published in 1971 and all came independently to the conclusion that the

lockstep of higher education must be broken if American institutions of higher education were to be relevant to their students and to their society. Further, each of the reports mentioned the Cooperative Plan of Education as one way to break the lockstep.

As a consequence of the cry for relevance, of the new awareness generated by the three studies that cooperative education might provide that relevance, and of the federal legislation that made funds available to develop such programs, more and more traditional colleges were becoming interested in developing some form of cooperative education for use in their own institutions. In September 1972, Dr. Knowles, addressing the Board of Trustees, summarized his awareness of the situation and suggested a role for Northeastern:

The demand for relevance on the part of students has resulted in the current popularity of off-campus experience. . . . The Congress of the United States has authorized \$10 million in each of the next three years (Title IVd) to assist colleges to adopt cooperative education. . . . Dartmouth College has developed a "stop out" program which is a type of cooperative education. Harvard has a new off-campus experience office. . . . Northeastern can sit back and try to protect its present interests—that is, retaining for itself 2,200–2,500 employers with which the University now works or it can take a position of leadership as the central placement office.¹⁰

Three months later on January 12, 1973, the Board of Trustees voted "to approve in principle the organization of an Institute for Experiential Education (later changed to Institute for Off Campus Experience and Cooperative Education) to be a separate corporation controlled and managed by Northeastern."¹¹

Once again, the University proved itself not only sensitive to the conditions of the time but also ready, willing, and able to do something concrete about those conditions. Just as the creation of the Center for Cooperative Education had assured that Northeastern would be the leader in the implementation of "Co-op" programs, just as the creation of the Research Chair in Cooperative Education had assured that it would be the leader in scholarship on the method, now the creation of the Institute for Off Campus Experience and Cooperative Education assured that it would be the leader in the placement of students in cooperative positions.

While there were opponents of the Institute who argued that the new organization would mean that Northeastern would now have to share with other institutions the University's own job contacts that had been developed so arduously over long years, Dr. Knowles contended that such a disadvantage would be more than offset by the goodwill generated through

such an organization. He also and quite pragmatically reasoned that as other institutions would make business/industrial contacts anyhow, it was better for Northeastern to be the central clearinghouse—to retain, as it were, control over what students were placed where—than to risk the confusion that would result from competing and overlapping placement offices.

In the spring of 1973, then, the Institute went into operation as a separate corporate entity, offering what became known as The College Venture Program. Its function was to serve as a central clearinghouse for potential “Co-op” jobs, to contact employers, and to place students from contracting colleges into appropriate positions. Initial contracting colleges included Amherst, Bates, Brown, Colby, Connecticut College, Dartmouth, Hampshire, Mt. Holyoke, Trinity, Tufts, Wesleyan, and Wheaton. Each of these paid a stipulated fee for the service, which, along with generous grants from the Exxon, Carnegie, Lilly, and Braitmayer foundations, was sufficient to finance the operation, at least initially. Unfortunately, however, the particular corporate structure of the new Institute did not allow for continuance of a tax-exempt status, and contributions were not enough to cover costs without such exemption. By 1974, then, it was deemed expedient to disband the separate corporate structure, and the Institute was subsequently absorbed into Northeastern’s Center for Cooperative Education, where it continued to provide resources to member institutions until 1978.

Despite its short life, the importance of the Institute’s College Venture Program should not be minimized. During its brief five years, it had served as one more way of demonstrating the educational potential of the cooperative method of education. During the period of its existence, cooperative education, in one form or another, was introduced on nineteen different campuses. During a period of crisis, traditional colleges, which might previously have looked askance at “Co-op” as primarily vocational or pertinent only to disadvantaged students, now began to understand what Herman Schneider had meant back in 1906 when he declared that work experience enhanced and gave substance to classroom theory. The fact that students wanted this experience and that they would accept it as an alternative to dropping out opened the eyes of many educators to the potentials of the method.

The crisis on college campuses, thus, actually served to help the cause of cooperative education. Ironically, during a period when the old and young seldom saw eye to eye, this method of education seemed to satisfy two very different groups. Students, demanding to know what their education

was all about, what it was “relevant” to, welcomed the chance to get out of the ivory tower, to work, to find out first hand whether theory had anything to do with life. At the same time, such staunch “establishment” conservatives as Senator George Murphy, ex-actor and Republican from California, were exultant about the method, although for somewhat different reasons. Roy L. Wooldridge tells the story of his encounter with Senator George Murphy in 1971 when the National Commission was working for even more recognition for cooperative education at the federal level:

By this time we had discovered in our dealings with Congress that it was relatively easy to get politicians highly excited about cooperative education. A typical reaction of either Republican or Democrat, it didn't matter which party, was to listen to us describing “Co-op” and then exclaim: “You mean you're describing a program whereby the youth of our country can go out into American business and industry and by the sweat of their labor earn money and use that to pay for their education.” And we would always say, “Well, that's not the prime purpose, the prime purpose of “Co-op” is to generate experience that supplements their education. However, what you've discovered is a by-product of the cooperative method. And it works.” And then they'd always respond, “My God, that's an American idea. Work, industry. It's the American system.”¹²

This was the exact response of Senator Murphy, who, in fact, was so delighted with the idea as “American” that he was the one to petition Robert Finch, then Secretary of HEW under President Nixon, to channel the aforementioned \$1,500,000, or 1 percent, from funds appropriated under the Higher Education Act of 1968 for work/study programs to the support of the expansion of cooperative education. That Murphy's attitude was shared by others became clear when the new Higher Education Act of 1972 made explicit the authorization of \$10,750,000 to cooperative education under Title IV, and that amount was appropriated. Relevancy, however, was not the only issue of the period that served to broaden the interest and understanding of cooperative education.

6

As the 1970s got underway, recession and inflation were to trigger still new interest in the cooperative method but now emphasis began to focus on this particular system as a way to counter growing manpower and cost crises. On April 20 and 21, 1972, a National Conference on Cooperative Education was held in Newton, Massachusetts. Its function was

to explore the possibilities of establishing closer ties between higher education and business, to discuss the relevance of higher education to changing manpower needs, and to consider curriculum innovations that might be necessary to serve the career aspirations of college and university students.

The Conference was sponsored by the National Council, an alumni organization of Northeastern University, the U.S. Office of Education, the Manpower Institute in Washington, and the National Commission for Cooperative Education. Featured speakers included W. Willard Wirtz, former Secretary of Labor and President of the Manpower Institute, Dr. Frank Newman of Stanford University and Chairman of the Task Force on Higher Education of the U.S. Office of Education, Dr. Paul Samuelson, Nobel prize-winning economist at MIT, and Peter P. Muirhead, Executive Deputy Commissioner of the U.S. Office of Education. In retrospect, the significance of this meeting seems even more important than it did at the time. What it did was to make clear an awareness of problems that were only just beginning to emerge and to make clear the capacity of cooperative education to meet some of these problems.

The following litany of statistics broadly suggests the dimension of what was to happen and what educators would have to contend with in the next decade:

Between 1960 and 1970 education enrollment in the United States rose from 3,215,000 to 7,545,340.

In 1977 approximately 1.3 million bachelor's, master's, and doctoral degrees were awarded—nearly double the annual level of a decade earlier—yet during the same period, the number of professional and managerial jobs in the U.S. had grown little more than one-third.

In 1977, the Bureau of Labor Statistics projected some 950,000 and more graduates than the number of jobs traditionally requiring degrees.

Between 1967 and 1978 tuition costs in major universities increased as much as 150 percent.

By 1975 almost all universities were confronting smaller budgets than they felt essential.

By 1978 close to 400,000 former students who had taken out federally insured loans had declared themselves bankrupt or simply refused to pay—a default that exceeded 12 percent.¹³

It requires no particularly subtle mind to fathom the significance of these statistics. In the decade of the 1970s the United States was to suffer an acute educational crisis, in which one important element was the leveling

off of federal grants to education. It was a crisis, however, with which the Cooperative Plan of Education was peculiarly suited to cope. Dr. Knowles in an article in *Daedalus*, Winter 1975, summarizes the Cooperative Plan's major attributes:

Cooperative education by its very nature keeps in close touch with manpower needs.

Cooperative education allows students who have clearly defined career goals the opportunity to begin on these careers even as they are studying. It allows students who do not have clearly defined goals the opportunity to test available options.

Cooperative education permits institutions that are wholly committed to the Plan to serve 75 to 80 percent more students without increasing their resources because of the alternating plan of work and study.

Cooperative education, because of its built-in pay-as-you-go design, lessens student dependency on government grants and loans.¹⁴

As a consequence of these characteristics, it becomes clear that students on cooperative education are more likely to have a realistic assessment of the job market and their own career potential than students from more traditional institutions. In addition, not only do they have an advantage over their peers in the employment market, but career anxiety, which Lansing Lamont in his book *Campus Shock* identified as one of the major sources of campus confusion in the 1970s, is mitigated. The further financial advantages to the institution and the government itself are implicit.

In 1940 Asa Knowles had declared "curricula must face day-to-day situations in job getting and earning a living." The cooperative education curricula did exactly that. The 1972 National Conference on Cooperative Education came up with no easy answers, but it did make known that there were educators who were aware of the problems looming on the horizon and who were ready and anxious to explore the potential of cooperative education as a way to solve these problems.

It is no coincidence, then, that a short time after the Conference still another new phenomenon in the cooperative education movement began, which would further serve to expand the method. This was the emergence of regional organizations designed to bring together area institutions for mutual support and action in the planning and implementation of cooperative education programs.

Not surprisingly, Northeastern again proved a leader in this new field. In August 1973 a Cooperative Education Consortium of New England was established, and under Title IVd of the Higher Education Act of 1972, Northeastern was given a grant to organize and lead the group, to act as

fiscal agent, and supervise the expenditure of all funds. Sidney F. Austin, who was then Associate Director of the Division of Cooperative Education at the University, assumed directorial responsibility.

Initially, in addition to Northeastern, the following five colleges, all of which had programs in the planning stage, participated: Connecticut State College and Massachusetts Bay Community College, both of which already had limited cooperative education programs; Becker Junior College; Berkshire Community College; and Wentworth Institute of Technology. According to the plan, the Consortium would help participating campuses set up structures for student placement in career-related jobs, for counseling, for career education, and for financial assistance. Related goals, such as transfer procedures for two-year students, a computerized job bank, and possible cross-registration of students, were also to be explored.

From the beginning, the Consortium attracted attention, and additional colleges applied for membership. By the end of the second year, six more institutions had been added, at which point membership was frozen. Nevertheless, the Consortium did sponsor open workshops that any concerned institution could attend. As a consequence, the Consortium could include among its contributions to the cooperative movement not only the aid extended to specific institutions but also the interest it generated in the movement throughout the region.

During this same period the National Commission for Cooperative Education was continuing its work in Washington to educate legislators in the advantages of Cooperative Education. By this time the crisis in higher education was much more apparent than when the Commission had been founded in 1962. Most colleges and universities were trapped in an inflationary vise. Tuition costs were escalating, and many of the government-endowed programs, including the guaranteed student loan program, had become victims of misuse and abuse. It was the contention of the NCCE that the cooperative education mode of learning was a strategy that could be used to solve some of these problems. That Congress agreed was made manifest in the Higher Education Amendments of 1976.

Under the provisions of this Act, and at the urging of the NCCE, cooperative education became, for the first time, a line item in its own right to be known as Title VIII. It was no longer to be understood as ancillary to "developing institutions" (Higher Education Act of 1965) or as a means of financial assistance (Title IV, Amendments 1968, 1972), but was now recognized as an educational method deserving of federal assistance in and for itself. The statement was a major triumph for the commission and for Dr. Schneider's plan of education.

The United States, of course, was not the only country facing problems in the 1970s or the only nation in which higher education institutions were forced to come to grips with problems of increasing costs, relevance, and career planning. It is no coincidence, then, that during this period there should be a growing international interest in the Cooperative Plan of Education. Great Britain already had its version of the concept called "sandwich courses" for many years, and many countries in Eastern Europe incorporated practical work experience into their college curricula. It is, however, significant that the American scheme, particularly as it was practiced at Northeastern, began to attract more and more foreign attention as the 1970s unfolded.

In 1971 Dr. Knowles had published his *Handbook of Cooperative Education*, which had become the bible of cooperative education throughout the country. The book detailed how the system could be implemented and earned for its editor and for the institution he represented even greater national and international acclaim. In September 1973, then, Dr. Knowles, as President of Northeastern, and as an educational authority on the cooperative method, was invited to the second Anglo-American Conference on Higher Education, held at Ditchley Park, Oxford, England. The stated themes of the Conference were given as "the need to maintain the distinctive character and independence of the university as an intellectual institution and the simultaneous need to permit a greater ease of movement between the world of work and institutions of higher education." Dr. Knowles, in speaking to these points, asserted that "in the United States student demands for 'relevance' and 'off-campus experience,' and academic acceptance of these ideas, had given further stimulus to the already existent cooperative education." He went on to demonstrate how the Plan worked and how it could be used to satisfy their demands.¹⁵

In December Dr. Knowles was invited to Tel Aviv, Israel, to deliver a paper at the Third World Congress of Engineers and Architects and the International Technician Cooperative Center. This paper, entitled "Manpower Education and Planning," focused on cooperative education. In March he was the keynote speaker at the Pacific Conference on Cooperative Education at Hawaii Pacific College in Honolulu. The Conference was attended by educators from Japan, New Zealand, Australia, and other Pacific nations. Each of these meetings clearly reflected the growing international interest in cooperative education and particularly the concept of "Co-op" as it was carried out at Northeastern.

It was during this period that Northeastern also began to place co-

operative students on overseas assignments. The program, which began initially under the College Venture Program and which was conducted in tandem with other area colleges, was responsible for finding placements in foreign countries and serving as host for comparable students from abroad. Dr. Donald R. Allen assumed responsibilities for the program, which in the course of time proved so successful that in 1978 it was established as a unit in its own right under the Division of Cooperative Education.

8

Much of this chapter has been devoted to examining the issues and organizations relevant to the cooperative movement, but external to Northeastern. The effect of these issues and organizations on the University itself, however, is implicit. As social, political, and economic conditions changed, as attitudes toward higher education changed, and as the capacity of the Cooperative Plan of Education to accommodate these changes became increasingly apparent, the role of Northeastern as the chief proponent of the method also changed.

In 1959 the University was one of approximately fifty-five higher education institutions using the cooperative plan. It had one small Office of Cooperative Work which employed some 30 persons and which devoted its attention to the placement of approximately 3,000 students with some 760 employers. In 1975 the University was one of almost 1,000 higher education institutions with some form of "Co-op." Its Division of Cooperative Education, the largest such unit in the country, was employing over 100 professional and supporting personnel in four distinct offices—the Department of Cooperative Education under the direction of Dean Paul M. Pratt, the Department of Graduate Placement Services under Dean Alvah K. Borman, the Center for Cooperative Education under Director Paul E. Dubé, and the Cooperative Education Research Center under Dr. James W. Wilson. A fifth unit, the Center for Secondary School Work Experience Education, was in the planning stage and would be initiated in 1976.

In 1973 the New York Office of the National Commission for Cooperative Education was disbanded and its headquarters moved to Huntington Avenue. George E. Probst moved on to other work and Roy L. Wooldridge, Northeastern's Vice President of Cooperative Education, was appointed Executive Director of the Commission. The change was significant for, although the Commission continued as an independent unit, the

new arrangement aptly reflected the central role that the University had played and would continue to play in the work of the organization.

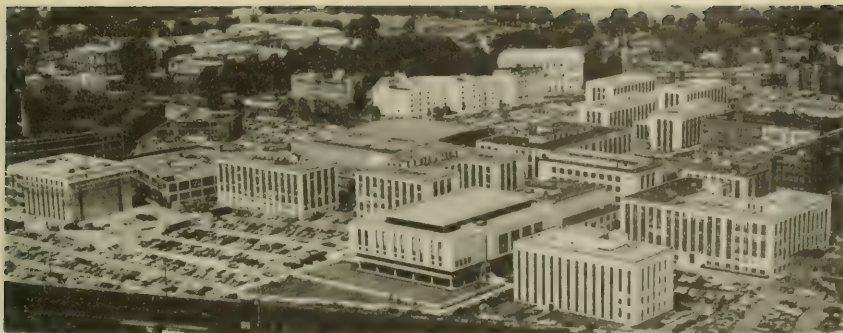
In one of his early Annual Reports, President Knowles had stated, "The days of the Ivory Tower are disappearing and the institutional hermits of the past must step forward as prominent leaders of the community and the society in which they play so vital a role."¹⁶ Certainly Northeastern's part in the development of cooperative education between 1959 and 1975 was a fulfillment of this prescription. Aside from encouraging the University to take a position of leadership, Dr. Knowles had himself performed actively in the service of a method in which he so strongly believed. Not only had he assisted in the founding of the National Commission for Cooperative Education and in the establishment of the research and training centers at Northeastern, but he had also appeared numerous times before House and Senate Committees to encourage the passage of legislation favorable to the establishment of cooperative education programs across the country. In addition his *Handbook of Cooperative Education*, published in 1971, was still recognized almost a decade later as the definitive reference work for the field.

These were formidable accomplishments, and they were duly recognized. A citation awarded Dr. Knowles in 1974 on becoming "Fellow of the Pacific" reads: "You now stand as an international symbol for those who recognize that a student's great potentiality for reason is best realized through his personal, subtle and powerful sense of vocational purpose."¹⁷

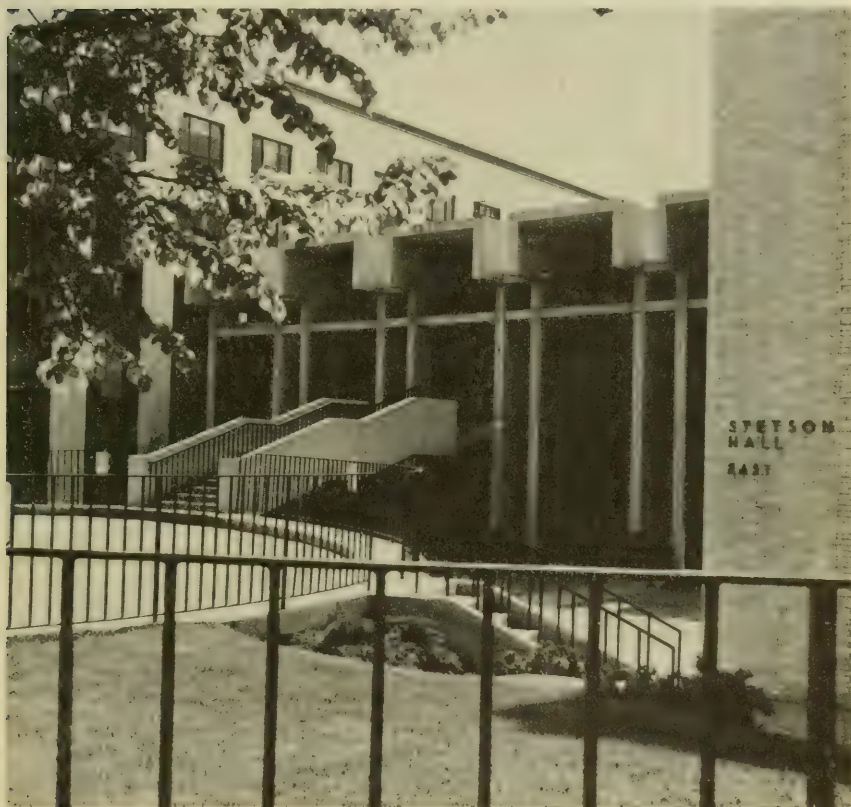
It was a sentiment that would be echoed in a host of other citations. At the time of his retirement, the Research Chair in Cooperative Education, the first such endowed Chair at the University, was renamed by the vote of the Trustees, "The Asa Knowles Research Professorship in recognition of his contributions." In 1977 he received the Herman Schneider Award "in recognition of his outstanding contribution to the advancement of cooperative work/study educational philosophy and practices." Ten years earlier, in 1968, the award had also been given to Dr. Roy L. Wooldridge. That both men from Northeastern should receive such recognition was further evidence of the University's role in the Cooperative Plan of Education. In 1979 Dr. Knowles was given the Bowdoin Prize, which is awarded quinquennially to those "who shall have made during the period the most distinctive contributions in any field of human endeavor." Dr. Richard Arthur Wiley, President of the Board of Overseers at Bowdoin, in recognizing the appropriateness of this award noted that Dr. Knowles "has made cooperative education truly national and international."¹⁸

For Dr. Knowles, however, perhaps the greatest citation was the continued growth of Northeastern's role in cooperative education as it would

occur during the next decade. And that it would continue to grow was made amply clear in 1976 when the first building devoted almost entirely to Cooperative Education—the Russell B. Stearns Center for Cooperative Education—opened on Huntington Avenue.



Northeastern University Campus, 1967. At the far left is the Dana Research Building, just being completed.



Stetson Hall East, opened in 1967.



Hayden Lodge, Warren Center, Asbland, Massachusetts, dedicated in 1967.



Gilbert G. MacDonald, Dean of Students, was appointed Vice President of Student Affairs in 1968.



Charles A. Dana Research Center, dedicated on May 18, 1967.



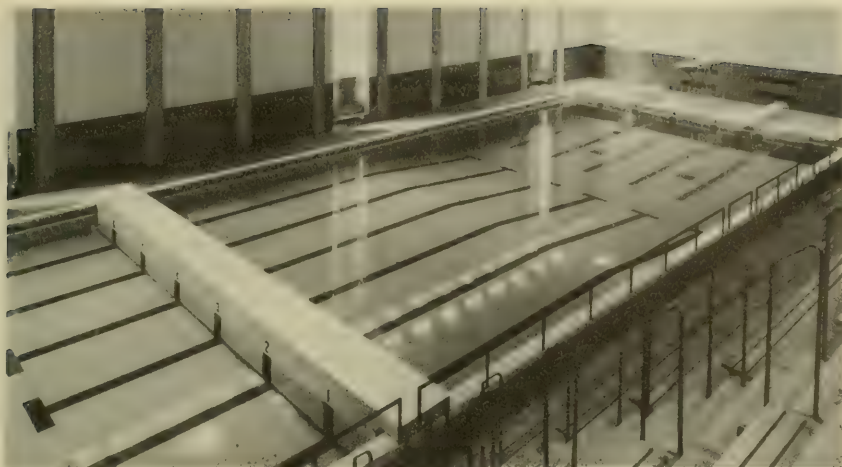
In 1967 Northeastern acquired the Cummings property in Woburn, which included greenhouse facilities and a wide variety of exotic plants.



Dedication of Charles and Estelle Dockser Hall on October 25, 1968. From the left: Ellen Dockser; President Knowles; Catherine L. Allen, Dean of Boston-Bouvé; Estelle Dockser; Charles Dockser, member of the Northeastern University Corporation; and Byron K. Elliott, Chairman of the Northeastern Corporation and Board of Trustees.



Northeastern's Black Culture Week, May 1968. With President Knowles is guest of honor Robert Abernathy.



The Olympic-size pool at Barletta Natatorium, which was opened in 1968 and dedicated on January 14, 1969.



Northeastern's first 650 IBM computer was installed in 1960. The system was continually upgraded over the next several years. Shown here in 1968 are, left, Angela Gallagher and, right, Cheryl Mansfield, Mathematics majors.



William C. White served as Northeastern's first Executive Vice President from 1966 until his retirement in 1968. Dr. White had served previously in other major positions, including Vice President from 1953 to 1966 and Provost from 1957 to 1966.



Hurtig Hall, opened in 1968, was dedicated on December 6, 1969.

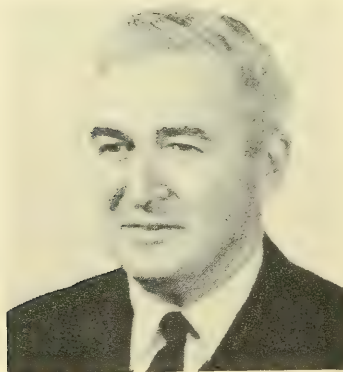


Dr. Knowles addresses antiwar demonstrators outside the Ell Student Center in 1969.



Asa S. Knowles Center for Law and Criminal Justice was opened in the fall of 1969 and dedicated on November 18 of that year.

The bipartite structure houses the Ethel G. and Reuben B. Gryzmish Hall for the School of Law (dedicated on December 19, 1970) as well as the John A. Volpe Hall for the College of Criminal Justice (dedicated on April 15, 1972).



Daniel J. Roberts, Jr. was appointed Vice President of Finance in 1970.



Student strike, May 1970.



Ethel and Reuben Gryzmish Hall, dedicated on December 19, 1970.

PART FOUR

A CHANGING
CONSTITUENCY

XV

A Changing Student Population

IF THE STORY OF NORTHEASTERN BETWEEN 1959 AND 1975 IS A STORY OF academic expansion, it is also very much a story of a changing student population—a population that grew considerably larger, considerably more diverse, and whose values and sense of priorities altered. In the latter part of the 1960s and the early 1970s there was, of course, what has come to be called “The Age of Student Unrest,” or “The Student Revolution,” when campuses across the country were rocked with dissension. Unfortunately this phenomenon tends to overshadow the entire period, but although the effects of conflict were often dramatic and sometimes traumatic, neither the reasons for it nor the consequences of it can alone account for all that happened at universities during this period. One can indeed speculate that had there been no war in Southeast Asia, no violent struggle for civil rights at home, no Abbie Hoffman, Mark Rudd, or Students for a Democratic Society (SDS), nonetheless the student populations and the ways in which they were served would have altered radically in the decade and a half between 1959 and 1975. Certainly the experience of Northeastern tends to support this hypothesis.

It is the purpose of this chapter, then, to describe some of these changes and to attempt to account for them in terms other than those

implicit in confrontation. This is not to minimize confrontation but only to recognize other elements that went into the transformation of student life on Huntington Avenue.

1

In 1959 the world of Northeastern was relatively small, self-contained, and homogeneous. Although undergraduates were fond of proclaiming then, even as now, that "the college experience has allowed me to meet all different kinds of people from all different walks of life," *Cauldron* for 1959 and *Northeastern News* of that year seem to belie the accuracy of such observation. Of the 842 seniors depicted in the 1959 yearbook, 826 are male, and of these 824 are white, 18 are female including 3 black women, and fully 693 are pursuing careers in either business or engineering. Although the entering freshman class was somewhat more diverse, it can hardly be said to encompass "all different kinds of people in all different walks of life." The number of incoming freshmen had reached a record 1,870, but of these only 240, or 13 percent, were women. Federal government regulations at the time prohibited keeping racial statistics; nevertheless, it can be assumed simply by looking at pictures of the class when it graduated that the enrollment of blacks was well below 1 percent. Furthermore, of this group 75 percent were from New England and the majority of them from Boston-area public schools, with the remainder coming from ten different states.¹

Even more illuminating than this confetti of figures is the image of students and student life projected by the 1959 *Cauldron*. If the interests and personalities of the graduating seniors diverge, if there are 842 different dreams and hopes, they are not for public survey. Every senior seems to ache to appear like every other; individual personality is carefully masked behind the uniformly self-conscious smile of the studio graduation portrait; individual taste is sublimated to the accepted attire—white shirts, ties, dark jackets for men, the peter pan collar and single strand of pearls, or close equivalent, for women.

Even student life as depicted in these pages seems to be controlled by an air of gentle formality. This is not to imply that there are not many lively and imaginative student activities—there are pictures of rushing football heroes, costumed characters representing Silver Masque productions, and an outrageous Mayor of Huntington Avenue ostentatiously half-dressed and clutching a bottle, but the dominant impression left with the reader is of a world within a world. It is as if having stepped upon the Northeastern campus, and in 1959 fully 90 percent of the 6,000 day un-

dergraduate students commuted daily, the concerns of the outside world have been rigorously excluded.² Even the twelve pages devoted to ROTC have little to do with war and more to do with scrubbed young men in scrupulously neat uniforms, sitting stiffly erect in group portraits for Scabbard and Blade, the ROTC honor society, or standing equally erect in court homage to the queen of the military ball. Finally, then, this is the image of Northeastern in 1959—young, white men arranged in symmetrical rows for a group portrait, their glances of willed determination fixed just beyond the camera, their identity and role confirmed only by the picture's caption.

In startling contrast to these images and statistics are those for 1975. If the 1959 senior seems to be straining to appear like everyone else, the 1975 senior seems to be exerting equal energy to demonstrate his or her own ineffable uniqueness. Among the 1,094 pictured graduates—and significantly well over a third of the class chose not to be included—diversity is the only common denominator. Short hair, long hair, Afros, beards, mustaches, and walrus sideburns are all represented. Clothing ranges from jackets and ties and peter pan blouses to T-shirts, granny garbs, dashikis, turtlenecks, and the indescribable, while expressions vary from scowls, through half smiles, to full-toothed grins. Even more significant is the character of student life suggested on these pages. The set portrait of club members, their distinctions signaled only by labels, has given way to candid snaps of a person or persons parachuting into space, struggling to assist a child in a wheelchair, studying, loafing, or even emerging from a shower. The implication is clear—at Northeastern there is a place for everyone and for everyone to do his or her own thing. And in a sense this had become true. By 1975 there were over 130 varieties of student activities including clubs, honor societies, sororities, fraternities, athletic, drama, and dance groups; there were dormitory as well as commuter students (approximately evenly divided), and there were fifteen different varsity sports including those for women as well as for men. Nor was everyone an engineer or business major, or white or male. Size, diversity, openness, and free expression had become the themes of 1975, challenging the enclosed image of 1959.³

Generalizing from yearbook iconography can be dangerous, of course, but statistics do tend to substantiate these impressions. In 1974–75, the last full year of Dr. Knowles's presidency, the student undergraduate basic college population had swollen to almost 14,000—33 percent of these were women, 5 percent were black, and over 900 came from some 90 different foreign countries. Of the graduating class of 2,238, 513 were in Liberal Arts, 462 in Engineering, 389 in Business, 227 in Pharmacy and

Allied Health, and the remainder were roughly divided among Education, Boston-Bouvé, Nursing, and Criminal Justice.⁴ Values and priorities are, of course, harder to determine numerically. Nevertheless, one can note that in 1959 there were no denominational religious clubs, no national fraternities or sororities, no party-affiliated political clubs, and only a few national honors and professional societies. All of them existed in numbers in 1975, suggesting that Northeastern had moved outward in its interests.

Further, and even more symptomatic of new values, although more elusive as evidence, were the facts that in the 1975 *Cauldron* there were fully fifty-three pages devoted to events beyond Huntington Avenue—to the City—to the Nation—to the Arts—while in 1959 there was no comparable section; that in 1975 there were only three pages allotted to ROTC in contrast to the earlier twelve pages; and that Senior Week—if it existed at all in 1975—was not mentioned, although in 1959 it occupied a tenth of the yearbook.

What then accounts for the differences, for the increase in size of Northeastern's basic college enrollment, for the diversity of its composition, and for the expansion of its interests?

2

Certainly a major factor contributing to the growing size of Northeastern's basic college enrollment between 1959 and 1975 was the large increase, particularly in the early 1960s, of the country's college-age population. In Massachusetts alone, from which Northeastern had traditionally culled its students, the number of twelfth graders went from 42,292 in 1962 to 62,906 in 1965. But although demographic explosion accounted for some of the increase in applications to Northeastern (jumping from 5,828 in 1960 to 10,000 in 1964 to 12,000 in 1974), it did not alone explain the phenomenon. Another very important factor, then, was the parallel explosion in federal, state, and even private support of higher education. Between 1958, when the National Defense Act with provision for student tuition support was first enacted, and 1975, programs for the support of higher education students in the country proliferated at such a rate that it became possible by the mid-1960s for secondary school guidance counselors to assure their graduates that no qualified candidate should be deprived of tertiary education for financial reasons.⁵

Northeastern, of course, had always prided itself on being able to provide space for students whose financial situation cut them off from traditional institutions. Scholarships were limited, but in their place was the practice of remitting tuition for qualified freshmen, while the Coop-

erative Plan of Education allowed upperclassmen to contribute toward their own education. The new funds, then, did not affect Northeastern's admission policy, but it did affect the attitude of secondary school students who now felt free to seek admission where previously they might have been reluctant. In fact, had the number of financially needy students who applied to Northeastern in the 1960s actually applied in the 1950s, it is doubtful that the University, no matter how willing, could have accommodated them. Between 1958 and 1975, by virtue of the new programs, however, the number of students on financial aid jumped from 368 to 6,000, while the amount of that aid went from \$103,830 to \$8,200,000.⁶

While external demographic and financial events had an undeniable effect on Northeastern's enrollments, certain internal changes were also having an impact. A *Boston Sunday Herald* poll of 1962 cites the fact that for the first time a higher percentage of Boston's secondary school graduates were giving Northeastern as their first choice for college, outranking even Boston University and Boston College, traditionally the first choices. Contributing to this new attraction was undoubtedly the increased visibility of the University (see Chapter III for some of the early publicity efforts). As the decade grew older, the introduction of new and often unique programs—cooperative Colleges of Pharmacy, Nursing, Physical Education and Physical Therapy, and Criminal Justice—further enhanced that attractiveness. Simultaneously, the expansion of the Cooperative Plan of Education and the growing perception of that Plan as a unique educational method made Northeastern appealing to more and more students and their parents who were becoming dismayed by the apparent irrelevance and cost of traditional programs (see Chapter XIV). Finally, the development of the campus, particularly of the dormitories, played no small part in swelling applications. In the mid-1960s when the University of Massachusetts established a branch in Boston, there had been some apprehension among Northeastern admission officers that this would decrease applications. "The fact, however, that we had dormitories and could give students a real opportunity to enjoy student life was a major element in offsetting the tide of potential attrition," states Eleanor W. Lambert, admissions officer. "Students wanted a real campus life and by this time we could provide it."⁷

As the student body grew, it also became more diverse, although these are not necessarily correlative; it is possible, if not very appealing, to imagine 14,000 male, white, undergraduates dedicated to the pursuit of business and engineering. This was not Dr. Knowles's vision, however. He was concerned with developing a multifaceted university capable of serving society as a whole and acting as a reflection of that society. As a

consequence, the new administration was receptive to new programs and alert to new trends—academic, social, political, and economic—that would help it fulfill that mission.

In 1959 Northeastern was essentially a bastion of male interest. That Dr. Knowles felt that it should not continue this way but should reflect “a growing awareness that this nation and society as a whole are seriously in need of the full potential of the brainpower available in both sexes” was first evident in a statement he made on April 15, 1960, to the Commission on Education of Women of the American Council on Education. Speaking before this group, he made the above remark and then went on to note that “girls are subject to special deterrents in continuing their education among which are such tangible ones as the inadequacy of current methods of meeting financial needs and the shortage of living quarters for women.”⁸

Rhetoric, of course, is one thing, conscious policy another. That Northeastern was serious about attracting women students, however, is borne out by certain specific actions, some of the highlights of which are summarized here. Accommodations were, of course, a major consideration, and in 1960 the University refurbished existing facilities to accommodate 200 coeds. In 1962 it initiated plans for building a new women’s dormitory, which was completed in 1964 and named the Frank Palmer Speare Hall with a capacity of 400. In the mid-1960s, it opened Stetson Hall, West and East, with room for 804 women. By 1975 over 1,500 women could be housed on the campus.⁹

Programs that would be attractive to women were equally important. In 1962 Northeastern began negotiations for a merger with Boston-Bouvé, which at that time was entirely a women’s institution. It also began negotiations to found a College of Nursing, traditionally a female profession, and started expanding its medical technology and health science professional programs, also traditionally associated with women. Northeastern, however, was not interested in creating unisex colleges within an essentially male framework. Even before equal opportunity legislation and/or Betty Friedan and Gloria Steinem made equal participation a social norm, the administration encouraged all of its students to participate in all of its programs. Significantly, Boston-Bouvé immediately became coeducational at the time of its merger in 1964, with a 45 percent male enrollment in its first year. In all, women were actively encouraged to enroll in the previously male-dominated colleges and professions.

Some comparative statistics are instructive. In 1959, 66 percent of the enrollment in the College of Education was male; in 1974-75, 81 percent was female. In 1959, 72 percent of the enrollment in the College of Liberal Arts was male; by 1975 that proportion had dropped to 60 percent. In the College of Business, enrollment of women went from 1.6 percent in 1959 to 11 percent in 1975. The change in the College of Engineering was not as large but nonetheless significant, with female enrollment almost doubling from 1.2 percent in 1959 to 2.3 percent in 1975. In the colleges of Pharmacy and Allied Health Professions and Criminal Justice, the proportion of women to men also showed a steady rise. In 1962 the percentage of women in Pharmacy was 7 percent; in 1975, by which time the College had become Pharmacy and Allied Health Professions, it was 48 percent women. In 1967 the College of Criminal Justice enrolled 3 percent women; in 1975 it enrolled 19 percent. For the College of Nursing the process reversed. In 1964 Nursing had no men; in 1974-75 they made up 3 percent of the enrollment.¹⁰

In the meantime, financial programs that were particularly beneficial to women had also become available. These included federal financial aid programs for nursing and health profession students. At the same time Equal Opportunity legislation opened all financial aid programs to all students who demonstrated need regardless of sex. The boon to women students cannot be denied. In addition to expanding accommodations and programs and developing financial packages that would prove attractive to women, Northeastern also broadened its participation in women's activities (see below).

To deliberately expand the coed population was not, of course, a policy unique to the third administration. As early as 1943 Northeastern had accepted coeds, and in 1956 Vice President William C. White, writing to the then Dean of Students, Harold Melvin, suggested that Northeastern must do its best to attract more women. It was not until the 1960s, however, that structures were put in place that could achieve this aim. That those efforts were rewarded is again evident from statistics. In 1959, 7 percent of the total basic college enrollment was female; in 1975, 35 percent was female.¹¹

If the enrollment of women added one element to the diversity of Northeastern's student population between 1959 and 1975, the deliberate recruitment of black students added another. Throughout its history Northeastern had a handful of black students. How small a handful, how-

ever, is evident if one glances in the yearbooks between 1917 and 1959. While the lack of reliable information makes any accurate count impossible, appearances suggest that there were fewer than fifty in almost fifty years. Even if this figure is underestimated by 100 percent, it remains startling, though perhaps not surprising.

Despite the fact that the Cooperative Plan of Education should have provided an incentive for the enrollment of black students whose family income was proverbially lower than that of whites, despite the fact that there was an explicit nondiscrimination policy on the books, such students were simply not at the University. This situation was unfortunately not unique and had less to do with Northeastern than with the social, political, and economic conditions that prevailed throughout the country from the founding of this nation until at least the late 1950s. As a consequence of these conditions, relatively few black students received adequate college preparation at the secondary level, few went to college, and of these only a very few sought acceptance in traditionally white institutions. The civil rights movement, however, which in 1956 had begun to gather momentum with the Montgomery, Alabama, bus boycott and which had found a voice in the leadership of Dr. Martin Luther King, Jr., sought to change all this. By 1960 the movement had caught the conscience of white students who joined blacks in sit-ins across the South. By April 1963, when television brought into almost every American home the image of Birmingham Police Commissioner Eugene "Bull" Connor turning high-pressure hoses, police dogs, and electric cattle prods on women and children who marched behind Dr. King in the effort to desegregate facilities, not many Americans remained unaware of the inequities in their society.

Largely as a result of the confrontation in the South, Northern institutions—business, industries, universities—began to make an effort to right old wrongs. It was in October 1963, then, that Northeastern put forth a "Proposal to Introduce Economic Opportunity for Negro Youth Through Higher Education on the Cooperative Plan." The Proposal begins: "The leaders of business and industry in the Greater Boston area have informed the University that numerous job opportunities are available for qualified negroes in jobs requiring a college degree, but that few if any qualified applicants can be found. In response to those employment opportunities for negroes with a college education, Northeastern would welcome financial assistance to increase the number of negro boys and girls in our University's cooperative program."¹²

Coincidentally, the Ford Foundation in New York, having heard the same kind of argument from business and industry, was looking for an institution that might initiate a black education training program. Aware

of Northeastern's Cooperative Plan of Education and aware that the University also offered a Remedial Reading Program (see Chapter XVI), both of which seemed particularly appropriate to the training project, the Ford Foundation approached Dr. Knowles as the president of the university that might best implement a black scholarship program. The plan, initially funded by a \$150,000 grant from the Fund for Advancement of Education, addressed itself directly to the problems of inadequate school training and employment opportunities and went into place at the University in September 1964. An announcement in *Northeastern University Alumni for Winter 1964* describes the plan:

During the next three years, 75 Metropolitan Boston negro students, who might not have otherwise gone to college, will be enrolled in curricula offered by Northeastern's full-time undergraduate colleges. Twenty-five students will be enrolled as students next fall, and twenty-five additional negro students will be enrolled in each of the two succeeding years.

To assure that negro students, selected to participate in this program, are properly prepared to undertake a college education, we are including a plan to utilize undergraduate cooperative students in our College of Education as teacher aides in public schools to help enhance the language and reading skills of potential enrollees.¹³

The success of the Negro Scholarship Program was almost immediately apparent, eliciting praise not only from the black community but from such as Senator Leverett Saltonstall, who requested an article from *Associated Industries of Massachusetts* describing Northeastern's Program be read into the *Congressional Record*, where it appears for April 13, 1964.¹⁴

From 1964 on, then, Northeastern deliberately recruited black students. By 1966 their numbers had increased to 2.7 percent of the student body, and by 1971 this figure had jumped to 10.6 percent, although subsequently, and largely as a result of external economic conditions, the numbers leveled off, varying between 5 and 8 percent.¹⁵ Such recruitment was not without problems and confrontation (see Chapter XVII). It is interesting to note, however, that the recruitment of black students at Northeastern was originally begun not as a response to confrontation but as an effort on the part of the University to meet its obligations to the community.

Adding to the heterogeneity of the student body within this period was the increasing enrollment of foreign students. In the decade between 1955 and 1965, the first years for which such statistics were tabulated, North-

eastern enrolled 170 foreign students; by 1968-69 their enrollment had increased to 263, and by 1974-75 had reached 960.¹⁶

This extraordinary increase in Northeastern's undergraduate international population, which by 1974-75 was one of the largest groups in U.S. higher education institutions, can be attributed in most part to the increasing reputation of the Cooperative Plan of Education. The opportunity for students to acquire first-hand professional experience while studying was particularly attractive to developing countries newly launched on programs of manpower development. Not coincidentally, then, the College of Engineering proved a major magnet and by 1974 was enrolling approximately half of the foreign student population, which made up 20 percent of the College's overall enrollment.¹⁷

The introduction of other nationals gave Northeastern a more cosmopolitan cast, but it also triggered a need for new services to meet new demands. Initially when the international enrollment was small, the structures designed to handle it were also small. Indeed, until 1968 there were no persons or offices *per se* designated specifically to handle the problems of these students. In that year, however, when Richard E. Sochacki was appointed to succeed Charles M. Devlin as Director of the Student Center, he was asked to assume responsibility for guiding and advising Northeastern's growing international population.

In the course of the next few years as the international enrollments continued to expand, so also did the problems pertinent to their particular welfare, and by 1970 other staff in other units of the University found themselves devoting more and more time to questions posed by this constituency. One staff member in the Office of Admissions, Donald K. Tucker, was appointed to process foreign applications, although interestingly enough there were at this time no formal recruitment procedures to attract such students. In the Department of Cooperative Education, coordinators discovered that they were spending a growing number of hours on the placement of international students, a task made even more time consuming when government visa regulations altered in the mid-1970s. In the College of Liberal Arts, a program in composition and literature, designed particularly to meet the needs of these students, was initiated in 1968. And in 1974, in response to the demands of an influx of Venezuelan students, the Department of Student Affairs sponsored an intensive English language course, which was to be the core of the later English Language Center (see Chapter XVI). It was also in 1974 that Dean Richard E. Sochacki, recognizing the proliferation of these services, prepared a white paper in conjunction with Professor Donald R. Allen of the Department of Cooperative Education, recommending that an Office of

International Education be established to act as a coordinating agent for all these instructional programs.

Although Dean Sochacki and Professor Allen's plan was not implemented until after Dr. Knowles left office, it serves as an appropriate indication of the importance that international students had come to assume at the University by 1975. Their presence had not only allowed Northeasterners a chance to encounter new cultures and new ideas but also prompted the development of new structures and new programs that added to the dimension of the University. In addition, the presence of international students gave added impetus to Northeastern's own international exchange programs. As a consequence, in the 1970s more and more Northeastern students began to go abroad for "co-op" and/or study.

Finally, adding to the increased heterogeneity of the Northeastern population during this period was the policy adopted in the early 1960s to encourage transfer students from other universities. Between 1962 and 1974-75, the number of these transfers rose from 63 to 709.¹⁸ Although this policy was introduced to offset some of the natural attrition in upper classes, it served as well to bring into the Institution still more persons of varied interest and experience.

3

All of the growth and change recounted above, however, remains relatively abstract until it is translated into the daily life of the University. And in no other area of that life was change more apparent than in the ways that students chose to spend their extracurricular time.

"It is ironic," a Northeastern administrator once remarked, "that half the time the alumni seem to forget the classes they took and the teachers who taught them, but they never forget the touchdowns they made or the goals they didn't."¹⁹ He might also have added that they never forget the frozen mornings on the Charles, backs bent to the oars, or the steamy afternoons in the Ell Center arguing a principle of student government, or the smoke-filled, cold coffee late nights in the *News* office waiting for the paper to go to press. All of these activities, in which no one has to participate, distilled by time become the essence of college life.

Between 1959 and 1975 this essence and the activities through which it was conveyed, as well as the way these activities were managed, would alter radically. Roughly, the development can be divided into three stages: 1959-1967, when there was a deliberate effort on the part of the University to reach outward, to make student life somewhat less insular, less focused

behind the walls of the Huntington Avenue campus, and more attractive to a larger population; 1968–1973, when the world, in contrast, seemed to be reaching into the University, when federal legislation and a nationwide shift in social values would have their reverberations within those walls; and 1973–1975 when individual self-actualization appeared to become the dominant note and extracurricular life became the expression of myriad different interests and concerns.

1959–1967. In 1959 responsibility for all student activities, with the exception of chapel services, came under the jurisdiction of the Department of Student Activities, directed by Professor Herbert W. Gallagher and assisted by Associate Director Charles E. Kitchin and Assistant Director of Athletics Joseph P. Zabilski. Although this organization, initiated in 1953, represented a more formal structure than that which had existed in the earlier days when Professor Edward S. Parsons managed all student activities, athletics, and health services virtually alone, it was still indicative of a relatively small and relatively simple extracurricular operation. That such an operation would not be able to accommodate the vastly expanded University that the new administration anticipated was apparent to Dr. Knowles during his period of orientation; thus he set about almost immediately to encourage the development of these areas. As a consequence, one of his first acts in office was the reorganization of the Department of Student Activities.

Aware that the current structure subordinated the role of athletics while allowing little room for the development of other activities, Dr. Knowles approved a change in the summer of 1959 that would create an entirely new and separate Department of Health, Physical Education and Athletics. He appointed Herbert W. Gallagher to direct it. At the same time Dr. Knowles dissolved the Department of Student Activities and gave responsibility for its functions to Charles E. Kitchin, who now became Director of Student Activities under the supervision of the Dean of Students. Both these changes were made in anticipation of greatly increased action in all extracurricular areas—an anticipation soon to be realized.

Initially, as Director of the new Department of Health, Physical Education, and Athletics, Professor Gallagher was to arrange intercollegiate sports and supervise and conduct new courses to train young men for coaching and professional careers. In addition, he was to integrate health and physical education and athletics for the University and have general responsibility for overseeing the health of the student body.

These were the days, of course, when physical education was required. Both the sports-minded and the less sports-minded shared the football, baseball, or hockey fields for one afternoon a week unless they

chose to join the ROTC, in which case they polished rifles and marched during that afternoon. For the women the options were somewhat less arduous. Under the watchful eye of a physical education director for women, they could participate in "a team or individual sport, in dance, or [significantly enough] in posture improvement."²⁰

Within a few years the volume of work handled by the new department had increased so substantially that another reorganization was warranted. In 1961, then, the physical education component was removed and made into a department in its own right under the jurisdiction of the College of Education. John W. Fox was appointed Chairman, and the unit assumed responsibility for all physical education courses including the required programs. In 1964-65 the Department was moved into the recently merged Boston-Bouvé College. Professor Fox remained the Chairman and most of his staff simply moved with him. The following year the Department was split: John Fox continued as Chairman of Physical Education for Men and Kathryn Luttgens of Boston-Bouvé assumed the Chair of Physical Education for Women.

The idea of having two physical education programs, one for men and one for women, satisfied some needs. In particular, the new arrangement fostered the development of the women's programs. Nevertheless, such a division was antithetical to a major stipulation of the merger with Boston-Bouvé, which said that the College must become completely coeducational. In 1972-73, then, the two units were brought together again. By this time required sports for men had been dropped (1969-70), although they did not become elective for women until after 1972. More significantly, the roster of available programs for both sexes had been substantially augmented. Physical education had come a long way from 1959 when it connoted to most a Wednesday afternoon task; now it denoted to all a rigorous academic and professional discipline.

This, however, is to get ahead of ourselves again. In 1962 the issue was simply to set the stage for the development of different areas that were consistently growing. Thus physical education had become a department with academic affiliation. At the same time all responsibility for health was finally shifted to Health Services, which was rapidly expanding under the direction of Dr. George M. Lane (see Chapter XVI). By the academic year 1962-63, then, the two-year-old Department of Health, Physical Education, and Athletics had already been splintered into three, essentially self-contained units, including an autonomous Department of Athletics.

As if inspired by their new status as a separate department, Northeastern's

athletic teams began to forge ahead in the early 1960s. In 1963 the football team, under the direction of Coach Joseph P. Zabalski, brought the University its first undefeated, untied season and participation in its first bowl game. In both 1962 and 1963 the basketball team won the New England Small College Championship and went to Evansville, Indiana, to compete for the NCAA National Championship. The baseball team lost in a playoff for the New England title in 1964, but won in 1966 and qualified to play in the College World Series in Omaha, Nebraska. The indoor and outdoor track teams racked up a record of 176 wins to 70 losses in the ten-year span between 1958 and 1967-68. But perhaps the greatest triumph of all was the accomplishment of the newly formed varsity crew instituted in 1964.²¹

The story of Northeastern's crew, in a sense, so perfectly epitomizes the spirit of growth and expansion into the outside world that was characteristic of this period that its development should be recounted in some detail. Thus it was that in the fall of 1962 a group of students got together to discuss the idea of having a varsity crew at Northeastern. This would be the first varsity sport introduced since 1933 when varsity football was begun, and the idea immediately caught fire. Within months a petition with over three hundred student names was presented to Director Gallagher, who in turn presented it to Dr. Knowles.

The President was "delighted with the idea" and passed it on to appropriate members of the administration: Professor Joseph P. Zabalski, Director of Athletics; Kenneth G. Ryder, Dean of Administration; Charles E. Kitchin, Director of Student Activities; and Provost William C. White. The reply came back August 7, 1963: "It is our consensus that a varsity crew would be a decided asset to the University . . . and we hope that you will be able to obtain the financial support from a member of the University Corporation that would permit us to begin activities toward this end this coming Fall."²² Dr. Knowles then went to Chandler Hovey, noted yachtsman, member of the University Corporation since 1936, and a member of the Board of Trustees since 1937, who volunteered to provide funds toward the initiation of the project.

Over the next few months the University struggled with the problems of equipment, facilities, and with the major problem of hiring a coach. None of these issues was without its difficulties. "We will have to start training our candidates with a rowing barge," wrote Athletic Director Herbert Gallagher in despair, May 1964. Shortly after this, however, a new shell became available through the generosity of Chandler Hovey, while still other equipment was loaned by MIT and Eliot House of Harvard. At the same time the services of G. Ernest Arlett, who had been coach at

Oriel and Queens Colleges of Oxford, England, and then at Rutgers and Harvard in the United States, were secured.²³

Problems, however, were not at an end. There was difficulty with equipment. No one at Northeastern had ever rowed before. As the *Boston Globe* reported a year later, "Coach Arlett had to explain to the one hundred young men who first showed up for this sport, 'This is the bow, this is the stern, this is the port, and this is the starboard.'" To complicate the problem, the Metropolitan District Commission declared that Northeastern could not enter the water from the Union Boat Club, which had originally been scheduled as the launching facility, and a new home had to be found at the Riverside Boat Club. To make matters worse, the first time Northeastern put its eight-oared shell into the water an electric storm blew the boat out of the rowers' control and caused extensive damage. Nevertheless, this crew from such unlikely sporting towns as Malden, Medford, South Boston, and Hyde Park persisted, and on April 17, 1965, after an appropriate christening ceremony Northeastern began its official entry into the sport. "We are giving away two to four years of experience to our opponents this season," said Coach Arlett of his team, which as a true sign of their professionalism wore sleeveless shirts, although they were probably the only crew in America to do so, "nevertheless we can look ahead three or four years when we should be meeting people on ground—er—water level."²⁴

And then miracles began to happen. The unlikely and green crew won its first race; the following week at Poughkeepsie it won its second; the third week it suffered a loss; but in the fourth week all three Northeastern boats—varsity, junior varsity, and freshman—swept the Dad Vail Regatta in Philadelphia, the first time that this had been done in the twenty-seven-year history of the event.²⁵

At the end of the season Northeastern was at Henley, England, competitors in the greatest crew race in the world. Although the crew there finally lost its second round to Cornell, sportswriters could not contain themselves, and headlines proclaimed the event as "The Cinderella Story of the Year," and the team as "The Crew that Stretches Credulity." National attention had focused on Northeastern.²⁶

As athletic activities, capped by the triumph of the crew, began to come into their own in this first stage of extracurricular development, so also did other activities now under the direction of Charles E. Kitchin. The most radical of these changes can also be seen as a consequence of Dr. Knowles's desire to give the University more national definition, which was particularly manifest in his support of national fraternities, party-

affiliated political clubs, and denominational religious groups (see Chapter III). All of these new associations served to bring Northeastern more into line with comparable institutions across the country. During the same period and as part of the same policy, departments and interest groups were encouraged to develop membership in nationally recognized honor societies and professional clubs. By 1966 the number of honor societies at the University had jumped from six to twelve; by 1975 there would be twenty. By this point, however, in deference to the increasingly scholarly orientation of such groups, they were no longer included in Northeastern's catalogs in the general category of extracurricular activities.

The expansion of professional organizations is less simple to chart. In 1959 Northeastern catalogs put professional societies and local clubs together, suggesting—albeit inadvertently—that the University recognized no distinction between membership in the national American Society of Civil Engineers and membership in its own, homegrown chess club. By 1966, as participation in professional organizations began to be more clearly perceived as a career asset, they were grouped separately. By this time there were twenty-one such organizations, and by 1975 there were twenty-nine. The majority of these were national and represented most of the major professional areas in the University.

Other special interest groups that also developed during this period included Husky HiLites (later simply WNEU), which was founded in 1963 to broadcast news bulletins and music to dormitories, fraternity houses, and selected on-campus areas; several sports organizations emerged, including a tennis club (1961–62), an underwater society and a parachute club (both 1962–63), a ski club, and a karate club. Another organization that was not new but that did change its name was the literary magazine previously called *NUWriter* but renamed *Spectrum* in 1965.

Altogether it was a time of intense extracurricular activity, but perhaps the clearest evidence of Northeasterners' ardor for nonacademic pursuits was their heartfelt support of a new student center to house their organizations. Originally scheduled for construction in the late 1960s, the center was opened for occupancy by 1965 simply because the students insisted and backed up that insistence with a self-imposed student fee to cover costs. The first administrative staff director, Charles M. Devlin, was appointed that year, but essentially it was to be a student-run operation, the home and focus for all student activities.

1967–1973. The policy changes affecting student activities between 1959 and 1967 had been largely generated by the faculty or the adminis-

tration and were primarily designed to make Northeastern campus life more appealing to the traditional college student. In contrast, the policy changes affecting student activities between 1967 and 1973 were largely generated by the students and were designed to reflect the increasingly heterogeneous character of the student body, its politics, and its social concerns.

Within the framework of the first approach, faculty and administrators were quite openly accepted as standing "in loco parentis," and the phrase "subject to faculty approval" peppers the earlier catalogs. The conventions of this stage also permitted women to be called "girls," as in "the girls play basketball with girls from other colleges in the Boston area." Altogether it was a time in which extracurricular activities were regarded as a way to promote community or school spirit and for activities to be justified on the grounds that they "contribute in a wholesome, worthwhile manner to student life at Northeastern." As a means toward this end, the social aspects of organizations, whether they be professional societies, class-governing structures, or clubs, were continuously stressed.²⁷

Between 1967 and 1973 most of these conventions were to be abandoned. The 1969-70 catalog, although it is least like any that came before or after, provides an instructive gloss on the period. Traditionally, the four introductory paragraphs describing the function of extracurricular activities at Northeastern had been fairly formal and impersonal (see catalog 1959 through 1968). Either implicitly by use of the passive voice, or explicitly in such sentences as "It is the conscious aim of student faculty advisers to develop among their advisees those qualities of personality and character which will enhance their usefulness as future professional men and citizens,"²⁸ the dominant role of the faculty and administration in extracurricular life was made clear. In contrast, the 1969-70 format is informal, almost cozy. It is addressed to "you" (the student), and the administration has become "we." While the attempt to suggest camaraderie can be appreciated, the result is a kind of uneasy, self-conscious tone, a not totally successful effort to bridge the gap between old attitudes and structures and new attitudes and structures. That such an effort was needed, however, is certainly true. By this time campus life had changed radically, much of it as a result of student conflict (see Chapter XVII). However, the genesis of change is less important here than its effect.

Essentially these effects can be divided into two categories: (1) the attrition of faculty/administration authority in the conduct of student activities and a corollary rise in student control and (2) the increased status

of women's activities and the emergence of black organizations. Under-scoring and threading through these changes was the growing identity of all activities in and for themselves and apart from their social function.

As indications of growing student control over their own lives was the redefinition of the role of faculty advisers in student activities that began during this period and the increasing importance of student government and the structures of that government. College catalogs of the time attest to both these changes. In 1968–69, for example, faculty advisers, who had always been mentioned in the catalogs as those persons appointed “to encourage students in the development of their programs,” were omitted as if their mere mention—and they did exist—would be suggestive of extra-student control. That same year, student government, as an activity in its own right encompassing two organizations, Student Council and Class Boards, was also recognized for the first time.

The Student Council had, of course, existed for some time, but the limit of its role was implied by the previous, almost off-hand, description of its function: “Student government is vested in the Student Council, composed of elected representatives from various classes. The Council is the authority on all matters relating to student policies not definitely connected with classroom procedures. It has jurisdiction, subject to faculty approval, over all such matters as customs, privileges, and campus regulations.” In contrast, and in keeping with the growing definition of that organization, is the 1968–69 summary of its structure and functions: “The Student Council is a group of 82 [later 90] elected representatives of all undergraduates enrolled in the several colleges of Northeastern University who serve as a legislative-advisory body for the consideration of problems and policies affecting the entire student body. The Council is the official liaison between the students and the University administration. In certain areas of student affairs, the Council serves as a legislative body. In areas involving academic policies, which are primarily the concern of the faculty, the Council serves as an advisory body.”²⁹

During this same period class governing structures also achieved greater definition. Prior to 1968–69, Class Organization and Activity was listed as a separate interest category on a par with Clubs, Athletics, Student Union, etc. Class officers were elected but they appeared to have little real governing power. Emphasis was on the class as a social unit, with the highlights provided by Junior Promenade and Senior Week, which was depicted as a time of “beach outings, a moonlight cruise, and the formal Senior Promenade.” The 1968–69 catalog makes no mention of the class

as a social unit. Instead under Student Government, Class Boards are cited as "the governing body of the class" and membership is carefully delineated.

If the decreased emphasis on faculty advisers and the growing emphasis on student governing structures was characteristic of the period and can be seen as evidence of student desire for more control of their own lives, the reorganization of the Dean of Students Office, which occurred at this time, can also be seen from this point of view. Effective July 1, 1967, Gilbert G. MacDonald, in recognition of the responsibilities that were being accorded to the Dean of Students Office, had been appointed Vice President Student Affairs and Dean of Students, while Christopher Kennedy became Associate Dean of Students in addition to his previous office as Dean of Freshmen. Although according to a contemporary memorandum no change was contemplated in the responsibilities of the Office or its officers, nevertheless such a change did occur and can be seen as symptomatic of the changing relationship between students and administrators.³⁰ Thus in 1970 the unit customarily referred to as the Dean of Students Office was changed to the Office of Student Affairs. Although this change might be understood as simply one way of signaling the increased scope of the unit's activities, it can also be understood as a way of indicating a break with the past connotation when the Dean of Student Office was frequently equated with arbitration of student behavior. That same year, 1970, Charles E. Kitchin, who had served so well as Director of Student Activities for almost a decade, decided to return to teaching, and the title was assumed by Richard E. Sochacki, who also continued as Director of the Student Center. The following year, however, all these specific designations—Director of Student Activities, Dean of Men, Dean of Women, etc.—were dropped in favor of the more homogeneous designations of Dean, Associate Dean, or Assistant Dean, as rank indicated. Although on the surface such an adjustment might seem fairly trivial, it had actually been prompted by pressure to obliterate even the suggestion that there was a distinction between the treatment of men and women, of freshmen and upperclassmen—to obliterate the suggestion that any group of students needed a particular mentor, a particular adult guide, to protect its interests.

Significantly, it was also during this 1968–69 period that compulsory attendance at convocations was dropped. The move may have been simply a question of logistics; the student body was simply too large to marshal into one spot or to monitor attendance if it had been. The move, however, may also be interpreted as part of the students' increasing rejection of

authority. Compulsory attendance at Freshman Orientation meetings was phased out, and steps to exclude faculty and administrators from disciplinary actions were also being taken (see Chapter XVII).

As the students in general began to assert their identity and demand more control of their activities during this period, so also did women and black students in particular. In 1959 under the general catchall title, "Professional Societies and Clubs," societies for women were listed. "There are two general societies, each with a faculty adviser, for all women students enrolled in the day colleges." No distinction was made between the two, which were described as "responsible for a large number of social activities," including a mother-daughter tea, and big-sister banquet, and a get-acquainted affair. Their purpose was given as offering an "opportunity for closer friendship, for spirited participation in wholesome activity, and for leadership development."³¹

By 1966–67 several other organizations with more diverse functions had been added. In 1960–61 the first professional society for women, "the Society of Women Engineers," was initiated. That same year steps were taken to qualify for membership in the American Association of University Women, and three years later in November 1963, Northeastern was placed on the AAUW qualified list. In the meantime, four social sororities had been chartered, and in 1964 the pharmacy sorority, Lambda Kappa Epsilon, was instituted. It was not until 1967–68, however, that the patronizing note sounded by the term "girls" was finally dropped altogether.

As if this gesture signaled a new consciousness, which it undoubtedly did, the role of women became much more evident and equal. In 1968–69 the statement appears that "minor sports are organized for both men and women," which was the first overt recognition of coeducational activities. It was also in 1968–69 that the first women's basketball, field hockey, and lacross teams were added to the roster of varsity athletics. In 1969–70 the first national sorority, Delta Phi Epsilon, was also chartered. By this time the two social societies recognized in the 1959 catalog had winnowed down to one, Omega Sigma, the purpose of which was now given simply as "to promote greater friendliness and unity among women."³²

Simultaneously, black students also began to develop their organizations and their sense of individual and group identity within the larger community. In 1969 the Afro-American Institute was founded to provide a base for black student life at the University. Its first years were fraught with some crises and uncertainty of direction, but in 1972 Gregory T. Ricks,

then the Academic Coordinator for the Institute's summer program, assumed directorship, and the Institute turned around. Moved to much larger quarters at 40 Leon Street, the Institute, now called the African-American Institute, offered a congenial place for black students to meet, study, and socialize.

Altogether, the period between 1967-68 and 1972-73 was one of change and adjustments in the entire realm of student activities. The notion of extracurricular life as a responsibility of the administrator, which, through the Student Activities Department, was responsible for "administering the social, musical, literary, and athletic organizations in such a way as to enable each to contribute in a wholesome, worthwhile manner to student life at Northeastern" had been replaced by the notion of student activities as a way "to provide all students with a variety of opportunities for experience, training, recreation, and spare time interests." The significant changes here were not simply the omission of the administration's role in the managing of these activities but the change in emphasis on activities as a way to enhance the general community to an emphasis on activities as a way to enhance the individual.⁵³

Not surprisingly, the number of recognized organizations had also grown exponentially by this time. The 1969-70 catalog acknowledges 130 such organizations, exactly twice the number in 1958-59. Such expansion cannot be attributed simply to an increased undergraduate population, which might after all have been accommodated within the old, albeit larger, organizations. Rather it would seem to appropriately reflect the increasing variety of student concerns that found their outlet in totally new organizations. Specifically, these years saw the expansion of political groups, religious societies, and educational organizations. They also saw the formation of a computer club, a physical therapy club, an economics society, and such special interest groups as "The University Committee Against Racism." It was also during these middle years that Northeasterners became more interested in arts organizations, which perhaps reflects the growing sophistication of the student body. Thus in 1967-68 a symphony in residence was established, albeit for only a year; in 1968-69 a studio theatre augmented the dramatic fare provided by Silver Masque; and in 1969-70 a poetry society was founded. One of the most significant innovations of the period, however, which reflected all of these interests was the Distinguished Speakers Series, begun in September 1967 to introduce the Northeastern community to a wide range of views in all areas of art, science, religion, education, politics, and sports.

1973-75. The period between 1967-68 and 1972-73 had admittedly

been one of upheaval in student activities, and change had not always been effected without confrontation. Nevertheless, by 1973-74 matters seemed to have settled down, and the next two years were largely a period of consolidation, stabilization, and continuation of the trends initiated earlier.

By 1973 the relationship of the faculty and/or administration to student activities had been clarified. "The adviser does not determine policy for the organization. His title should be taken literally and his expertise can only enhance the organization," declared the 1973-74 catalog boldly. Despite the sexism implied by the pronoun here, women had also found new and clearly defined roles, or they were determined to fight for them.

In 1973-74 Northeastern's coeds founded the University's first Northeastern University Women's Liberation Social Action Group, which was at best a far cry from the mother-daughter tea organizations of earlier decades. More indicative, however, of their growing identification was the increase in varsity sports for women; by this time fencing, swimming, diving, and volleyball had all been added. As Jeanne Rowlands, Associate Professor of Physical Education and Coordinator of Women's Sports, remarked in 1974: "People are beginning to look differently at women's sports programs." It was a difference supported by federal legislation, particularly Title IX of the Educational Amendments Act of 1972, which explicitly prohibited any discrimination in any university activity on the basis of sex.³⁴

In like manner the role of black students had also become more clearly defined. By 1975 black student-led programs had begun to flourish. These included the Afro-photo Society, the Student Grill, the Health Careers Club, *The Onyx* (a black students' newspaper), the Muhindi Literary Guild, the Outing Club, the Black Engineering Society, and the first recognized black fraternity at the University, the Omicron Chapter of Iota Phi Theta.

During these years the trend toward very specialized interest groups also continued. In 1973 an Americans for Israel organization, an Objectivism Study Group, a Music Therapy Club, and a Vietnam Veterans Against the War were all given official recognition. The following year none of these groups existed. Perhaps all that can be noted from their passage is the willingness of the University to accommodate even the most quickly passing interests and the protean quality of student enthusiasms. Some new clubs of this period that did endure were an Ethnomusicalogical Society, a Chinese Students Club, and an Ecology Coalition. Religious organizations also proliferated and were not always conventional. In 1973 the Nichiren Shoshu of America and the Northeastern University Over-

comers were added to a group of thirteen organizations representing more traditional Catholic, Jewish, and Protestant institutions, and in 1974-75 the Devine Light Mission was also accepted.

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Altogether, the years between 1959 and 1975 showed a more radical change in the general undergraduate student population of Northeastern than had occurred since that time in the 1920s and 1930s when the University first began in earnest to develop its undergraduate full-time programs. The consequence of this change was profound. Certainly it affected the University's image. A recent graduate, asked how she would characterize Northeasterners, thought for a long moment. "I wouldn't," she said at last. "I mean there are some universities where you think Jewish princess, and some where you think Old Baked Boston, and others that make you think fraternities or jocks, and this may not be true and it may be stereotyping, but you can't even think that way about Northeastern. I mean you see everybody there." It was not, however, only the image that had changed. The structures devoted to the management of this far larger and more diverse student population had also changed, while the ways in which the students chose to live their extracurricular lives had perhaps changed most of all.

XVI

Changing Academic and Student Support Services

THE PREVIOUS CHAPTER HAS RECOUNTED HOW THE STUDENT BODY AT Northeastern changed between 1959 and 1975 and has attempted to show how these changes were reflected in extracurricular activities and in the offices designed to handle these activities. These offices, however, were by no means the only ones affected by the expanding student constituency. In the same decade and a half, almost all the academic and student support services at Northeastern would experience reorganization and reorientation. Nor was enrollment expansion the only factor causing transformation. Of almost equal consequence were new federal legislation, new social values, and a rapidly accelerating technological revolution.

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Among the first to feel the effects of all these factors were academic-administrative support services, so called because while these offices are exclusive to the academic world, at Northeastern they have traditionally reported to the Dean or Vice President of Administration rather than to the Dean or Vice President of Academic Affairs. Among such services were

the offices of Admissions and of the Registrar, both of which underwent unprecedented development during this period.

Development of the Office of Admissions

In 1959 Northeastern's Office of Admissions was still a relatively small operation. Six years earlier, and largely as a result of the already expanding enrollments that followed in the wake of World War II, the Office had been separated from the Office of Public Relations to become an autonomous unit, and at that time Dr. Gilbert C. Garland was appointed Director. By 1959 Dr. Garland, with the assistance of four other professionals, was carrying out the tasks of promoting the Institution, of recruiting new students, of counseling and advising applicants, and of evaluating those who would be admitted. In the next decade and a half, while these tasks would not substantially alter, the volume of work and the mechanics of handling the work would.

As if to set the stage for this change, Dr. Knowles, almost immediately on assuming office, requested that the academic title, Dean, be added to Dr. Garland's previous designation of Director. The new title, with the status it conveyed, not only recognized Dr. Garland's past accomplishments but also indicated the increased responsibilities that the new president foresaw for him and for his Office. The following year a new position, Associate Director of Admissions, was created and Kenneth W. Ballou, previously an Assistant Director, assumed the post. At the same time two new Assistant Directors were appointed. These moves again acknowledged the Office's potential for growth, and in the course of the next several years the pattern would be repeated many times until by 1975 the staff had reached ten professionals and twelve support members.¹ The increase in personnel and the addition of new titles, however, was less significant than the enlarged range of activities they reflected.

By 1962, for reasons cited in the previous chapter, applications had begun to flood into Northeastern's Office of Admissions. In the eight years between 1952 and 1960 applications had doubled, going from 2,500 to over 5,000. In the next four years, however, they almost doubled again.² While this situation alone might have been sufficient reason to increase staff, it was also accompanied by a very conscious effort to expand recruitment. It may seem paradoxical that, at a time when the sheer volume of twelfth graders seeking to enter higher education institutions could have guaranteed the University full enrollment, it would choose to solicit even more admission applications. The fact is, though, that numbers by themselves would not have assured Northeastern the pick of appropriate candidates. Determined to create a multifaceted university with broad national appeal,

Dr. Knowles thus enjoined Dean Garland to bring the story of Northeastern to a wider constituency. In 1959 the Office of Admissions had been content to recruit largely in the northeast sector of the country, primarily in Boston and primarily through appearances at area high schools; here they had attempted to attract mostly young, white males who would be interested in Northeastern's engineering or business programs. By 1975, however, ten admissions counselors were spending almost ten weeks on the road telling guidance counselors, alumni clubs, and individual students across the nation of the advantages of Northeastern not only for young, white males but for women and minority students as well.

Hand in hand with recruitment went promotion, and it was also during this period that a new emphasis came to be placed on public relations. Although the preparation of catalogs would not become the responsibility of the Admissions Office until after Dr. Knowles's retirement, brochures, pamphlets, films, and public appearances by University officers and alumni became standard publicity practices arranged and directed by the Admissions Office. Northeastern went on radio and it went on television, not with commercials but with career and education information that increased the Institution's visibility (see Chapter III). At the same time mailings to secondary schools increased geometrically, the greatest expansion coming in the 1970s when the use of computers made it possible to extend mailings from the 3,500 sent out in 1970 to 6,000 by 1975. It was also during the 1970s, as the effects of the national recession began to be felt, that other recruiting and promotional practices—open houses, campus tours, and on-campus conferences for secondary school guidance counselors—began to develop. By 1974–75 over \$300,000 was being spent annually by the Office in promotional and recruiting efforts.³

Such tasks, of course, do not constitute the only functions of admissions, and not surprisingly the counseling and advising duties of the Office also expanded dramatically in the years between 1959 and 1975. Following World War II, an admissions counselor had been appointed at Northeastern particularly to advise on matters pertinent to returning veterans. In the 1960s and 1970s this specific area was no longer as important, but in its place had risen the need to advise and counsel the increasing numbers of women, minority, and foreign students who now approached Northeastern for admission. In addition, and adding complexity to the counselors' duties, were the establishment of new colleges with new enrollment demands and new admissions criteria, the initiation of different kinds of freshman programs—accelerated programs, an extended freshman-year program, an alternate freshman-year program—and the proliferation of financial aid schemes.

Although the Admissions Office was not responsible for managing student loans and grants, and although evidence of need had no effect on acceptance, the responsibility to explain how costs could be met, to know and communicate the intricacies of the federally sponsored Economic Opportunity grants, the Guaranteed Student Loan programs, the professional scholarships, as well as the state and privately sponsored programs did devolve on the shoulders of the Admissions staff.

Throughout this period of growth, the Office never adopted the idea of having one or two persons responsible for one kind of student, one college, one program, or one area of admissions. Although this approach was used by some other institutions, the administration of Northeastern felt that it did not always work to the advantage of applicants. By 1969, however, the tasks of processing, recruiting, promoting, and advising had reached such proportions that some restructuring of responsibilities to allow for more administrative control of special functions was needed. At this time, then, the position of Assistant Dean was created, and Mary A. Zammitti, who had been with the Office since 1962, assumed that post. That same year Norma V. Woods was appointed Assistant Director to help direct the processing of minority applications. By 1970 a second Assistant Dean was needed, and Philip R. McCabe was appointed Assistant Dean and Director, while in 1972 Donald K. Tucker assumed the job of processing applications from international students.

In 1973 Dean Garland, after two decades of wise and judicious leadership, retired, and John A. Curry, who had replaced Kenneth W. Ballou in 1967 when Mr. Ballou moved to University College, was appointed Acting Dean. At the request of then Executive Vice President Kenneth G. Ryder, Dean Curry was asked to continue the reorganization of the Office in the interest of even greater streamlining, and at this time counselors became more responsible for specific colleges, serving more as liaison officers for these units than they had done previously.

Under Dean Curry's direction, the Department of Admissions expanded even further its recruiting, promotion, and advertising campaigns. Counselors began to spend a larger portion of their time visiting schools, attending college night and college fair programs across the country, and, for the first time, going overseas. A formal alumni recruiting program was also planned and implemented with Northeastern's alumni under the direction of the Department of Admissions. Students were actively recruited in more than twenty states, including Florida, Hawaii, Texas, California, and Colorado. Publications were streamlined and personalized, and advertising expanded into national publications. During the same period, Northeastern became one of the first universities in the country to adopt

a precise, workable marketing program for admissions. Expediting many of these tasks was the increased computerization of many admissions functions, which were carried out under the direction of Assistant Dean McCabe, who in 1974-75 would become the Dean and Director of Admissions.

In the meantime, as word of Northeastern spread and as the functions of the office increased and changed, so also the standards and ways of evaluating and accepting students underwent some changes. Essentially, the process of admissions begins with periodic meetings between the administrative and academic councils and admissions officers. At this time the number of students who must be accepted for a given year is established, and the general criteria for acceptance is reviewed. Although this process did not change between 1959 and 1975, the numbers, criteria, and methods of assessment did.

In 1956 Northeastern had begun to use college board scores for the first time as one evaluation device. This practice continued, but although such scores never attained the caché they had at some institutions, in the 1960s when pressure for entrance to higher education peaked, there was a slight rise in the median scores acceptable for admission. More important to evaluation procedures than the rising scores on standardized tests, however, was the passage of certain federal legislation, particularly the Civil Rights Act of 1964 and the Education Amendments of 1972. Both of these acts required that universities demonstrate compliance with equal opportunity legislation in admissions policies. As a consequence, some institutions introduced a minority quota system, which unfortunately could work at the expense of otherwise qualified students. At Northeastern, however, quotas were never used to exclude acceptable applicants, although in some instances they were used to justify the inclusion of students whose secondary-school deficiencies might otherwise have spelled rejection.

Compounding the difficulties of evaluation was still other federal legislation, namely, the Privacy Act of 1974, with the accompanying Buckley Amendment. Effectively, this act, by opening files to the review of potential candidates for admission and their parents, altered the kind of assessment data that secondary schools were likely to send to colleges and universities and placed even greater assessment responsibilities on admissions counselors.

These considerations aside, high school records remained the most important element in admission evaluations, outweighed by only one other element: evidence of "high motivation." This criterion was and still is the

single most important factor in determining ultimate selection by Northeastern. It is a criterion well in keeping with the University's tradition, as articulated by its first president: "to provide an education for every deserving young man" and, as of the 1960s, to every deserving young woman.

By 1974-75 applications for admissions had reached 12,000 annually, and this figure does not take into account the almost 100,000 inquiry letters sent yearly to the Office of Admissions.³ The increase in the volume of work recounted above had made a qualitative as well as quantitative change in the operation of the Office, but it is doubtful if these changes could have been effected, at least as smoothly and as efficiently, if there had not been a correlative change in the simple mechanics of operation.

In 1959 the Office of Admissions had worked out of a few rooms in 150 Richards Hall. All processing and updating of applications, all essential information on students, was kept laboriously by hand. In 1961, however, the Office began for the first time to employ the newly installed University computer system to aid in the commission of these tasks. Initially this use was largely limited to keeping track of incoming applications, but by 1965 the filing system had been entirely computerized, and in the 1970s computers began to be used in recruitment, aiding admissions officers in the compilation of material on prospective students and on high schools.

The measure of all these efforts, both human and electronic, is perhaps best attested to by the fact that in the 1970s as enrollments began to flag at other institutions of higher education, Northeastern's Office of Admissions, which by now occupied a suite of rooms in Richards Hall, never lacked for applications.

Development of the Office of the Registrar

As the Office of Admissions expanded to bring in new and different kinds of students to the University, so also did the Office of the Registrar. In 1959 this Office had been a small operation located in two rooms on the second floor of Richards Hall. Rudolph M. Morris, who had been with the University since 1931, directed a professional staff of two men: Assistant Registrar, Alan A. Mackey (Scheduling) and Statistician, Lawrence Juergens. Their responsibilities were threefold: to oversee and coordinate the registration of all students in the basic colleges, to schedule all classes in these colleges as well as students and faculty to fill the classes, and to assure that all academic records were properly maintained and updated. Seven women—three recorders and four secretaries, one for correspondence, one for registration, one for transcripts, and one for examinations—

painstakingly transcribed all relevant data, filing it away in metal cases that lined the walls of the office. Similar Registrar functions for other units—Lincoln College, the graduate schools, the Evening Division—were carried on within those units themselves. It was, in the words of one observer, almost a “quill and high stool operation.”

In 1960, two events occurred that were to set this Office on a new path. First, a data processing system was introduced, whereby first-time students were registered, not on handwritten cards but on keypunch computer cards. Second, University College was established. Although the keypunch registration, in contrast with later technological innovations, now seems fairly primitive, it was to set the Office on the road of electronic development that would profoundly affect all its functions. And although the founding of University College did not have an immediate impact on the Registrar, it did prompt Dr. Knowles to propose an all-University Registrar of which, when finally accomplished, would considerably alter the scope of that area. Both moves suggested a new era had come, and a survey of events for the period clearly demonstrates that it had.

Between 1960 and 1966 the duties of the Office of the Registrar grew exponentially. Four new basic colleges were added, and the suburban campus opened. In addition, the satellite campus system, which involved the registration of students and the assignment of classes in suburban area high schools was introduced (see Chapter XXI), and courses began in University College. While initially responsibility for these two latter areas was handled as a separate function under the direction of Edmund J. Mullen as Registrar for University College, in 1966, the proposed reorganization began to go into effect. Although Mr. Mullen retained his title and duties, both his operation and that of the Registrar for Lincoln College came administratively into the new centralized office. In recognition of this change and of the vastly expanded work load, the Office of the University Registrar was now moved from Richards Hall into much larger headquarters on the first floor of Hayden Hall, where in accordance with Parkinson's Law new tasks promptly came in to fill new space.

Included among the tasks that proliferated during the mid-1960s and early 1970s was registration responsibility for the College of Criminal Justice, added in 1967 and for the expanding satellite system, which by 1969 had increased from the original two schools to eight. In addition, these years also saw the growth of elective programs, which meant that students could no longer be automatically registered in required courses—half the class in one section, half the class in another. Now individual

choices had to be accommodated. "In the old days," reminisces one alumni, "if your name began with 'T' you knew all the other 'Ts' in your class and probably everyone from 'O' to 'Z' as well, but you never met a 'B.'" By 1970 the alphabet had long been outmoded as a classification tool.

Volume alone, however, was by no means the only factor eliciting changes in the Office of the Registrar between 1959 and 1975. The development of new technology had in some ways an even more dramatic effect. In 1960 the introduction of the computer keypunch cards, which simply indicated who was in the basic colleges and for what they were registered, brought a scornful response from students who remarked that "a stack of IBM cards were the official greeters of our class," and muttered that they were now mere numbers, ciphers in a "do not fold, spindle or mutilate" computerized world.⁵ The extent of their reaction is a measure of the innocence of that earlier age. On the threshold of the 1980s, to have one's name on a computer card hardly seemed a threat to an individual's personality; that later far more sophisticated computerization brought no such reaction is an indication of how much not only the world of North-eastern but the larger world was changing.

Shortly after the initial keypunch cards were introduced, a master schedule for all keypunch cards for full-time students (6,000) and faculty (350) was created, largely by then Assistant Registrar of the basic colleges, Alan A. Mackey. The move considerably expedited the task of scheduling classes, and long lines of students queuing in the Ell Center to sign for courses became a thing of the past. Throughout the 1960s other functions of the Office were also computerized, but it was not until the 1970s that the full impact of technology was realized. In 1973 a process of storing past records on microfilm was introduced. For two marathon weekends, in which the Office was entirely closed down except for a few key personnel, all past University registrar records up until 1972 were transferred from files or "hard cards" to microfilm, while current records were transferred to the computer. The effect of this technology on the Office was profound. Almost overnight the fortress of metal files, carefully kept up to date by hand, collapsed to be replaced by neat boxes of film and computer storage discs.

The saving of space was not the only advantage. The new system meant that records were far more accessible, yet far less vulnerable to invasion, and far less vulnerable to misplacement. In addition, computerization simplified the compilation of statistics, a distinct plus in a world where statistics were becoming increasingly important. In 1973, for ex-

ample, largely as a consequence of the civil rights movement, the federal and state governments began demanding not only the total number of those enrolled and in what units, not only what and how many degrees were awarded, but also a breakdown of students by ethnic and/or minority affiliation.

If technology brought it pluses, it also might have brought problems. In July of 1970, when Dean Morris left the Office to assume the full-time post of Dean of University Administration, there were forty-five funded staff positions in the Office of the University Registrar. One of the major tasks of the new Dean, Alan Mackey, and of his colleague, Edmund Mullen, Associate University Registrar, was to streamline the vastly expanded operation, which meant introducing the new technology and at the same time reorganizing the operation to accommodate these changes. Exacerbating a potentially inflammatory personnel situation was the recession, which meant that jobs were hard to come by, and the idea of letting staff go because of machine replacement might well have sparked dissension.

Paradoxically, the problems were averted by the very issues that might have ignited them. Up until the 1970s, before the uses of technology began to be fully explored, many of the positions in the Office were lower level and tedious. As a consequence, challenge was minimal and turnover was relatively large. By the natural process of attrition, then, nonadministrative positions could be shrunk as electronics came in; at the same time the recession had brought to the Office a group of professionally trained women who could not find positions elsewhere and were anxious to remain. As lower-level positions were phased out and upper-level positions opened, Dean Mackey supported a policy of upward mobility for this personnel. As a result, and even before the impact of women's liberation was truly felt, Northeastern's Office of the University Registrar had become a model of enlightened personnel practices.

In 1975 Dean Mackey left Northeastern to take a post with the state government, and Edmund Mullen assumed the position as University Registrar. By this date the operation was a far cry from the "quill pen and stool" office of twenty years earlier. It was almost totally centralized—the coordination process suggested by Dr. Knowles in 1960 was finally completed in 1978 with the absorption of Continuing Education and the School of Law registrar services. It could provide the benefits of high technology—Northeastern was one of the few universities in the country to have computer-stored records. Further, the Office could boast both enlightened personnel and service practices. In the spirit of equal opportunity, the Office had naturally, rather than by legislation, arrived at an even balance of men and women in top-level jobs, while in the spirit of

service the operation had been streamlined to a point where not only the federal government but also the student could get immediate answers to complicated questions. Significantly, it was during the early 1970s that the notion of instant transcripts—that is, academic records on request without a customary three-day wait—had been introduced. In some ways, indeed, the evolution of the Office might be even seen as a paradigm for the University itself.

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As the Offices of Admissions and of the Registrar expanded, so also did other services that were directly concerned with the welfare of students and that generally came under the jurisdiction of the Dean of Students Office (later the Office of Student Affairs). Between 1950 and 1959, as a consequence of the postwar rise in enrollments, the Dean of Students Office had experienced its first expansion. Initially, a one-man office under the direction of Harold W. Melvin, who had been appointed as the first Dean of Students in 1925, by 1959 it had become a three-person office. In 1953 Gilbert G. MacDonald was appointed the first Dean of Freshmen, with responsibilities for counseling, advising, and generally overseeing the adjustment of these new students to an expanding University. That same year Myra Herrick became Northeastern's first Dean of Women, a position that recognized the increasing role that coeds were coming to play at the Institution. In 1957, on the retirement of Dean Melvin, Gilbert G. MacDonald became Dean of Students, Christopher F. Kennedy became Dean of Freshmen, and in 1959 Dorothy G. Dissell replaced Dean Herrick as the new Dean of Women. By 1959, then, the Office comprehended three professional staff and seven support personnel.

Although this initial expansion seemed dramatic at the time, it was minor compared with the growth that would occur over the next decade and a half. By 1975 there were sixteen professional staff, including now Vice President of Student Affairs MacDonald, Dean of Students Kennedy, and three Associate Deans—Edith E. Emery, who had replaced Dean Dissell in 1966, Roland E. Latham, retained in 1969 particularly to help in counseling black students, and Edward W. Robinson, who had come in to help direct financial aid and became Dean of Men in 1962. There were also five Assistant Deans as well as five Assistants to the Deans, and almost thirty support personnel, including residence directors, secretarial and clerical help, a social hostess, and game room attendants.

Even more significant than the rise in the number of staff was the increasing specialization in the functions of the Office and the changing

concept of its role. In the beginning the Dean of Students had served very much in loco parentis—albeit within an academic family—counseling, supporting, and even chiding the student when deemed necessary. As a gloss on these early years, it is interesting to note that almost all persons who assumed such tasks came to their position from previous academic posts. Dean Melvin had taught and, in fact, continued to teach Shakespeare until his retirement. Dean MacDonald was a Professor of Education, and Dean Kennedy, an Associate Professor of Mathematics. Dr. Dissell had received her doctorate in English from Boston University and, in addition to her regular duties as Dean of Women, would also teach a course in English Literature.

As the student body increased and became more heterogeneous, and as the machinery to deal with specific problems became more complex, specialization and professionalization also increased. The notion that experience in the classroom was sufficient to guide students through the morass of university life was replaced by the recognition that in the late twentieth century guides and mentors often needed to be trained in the specific areas of student concern. As a corollary to this trend, the parental role of the deans and of the Office faded to be replaced by a more professional relationship. Reflecting, and in some instances prompting, this change was the proliferation of offices and programs designed to handle specific student needs. Thus in the 1960s many of the tasks that had originally been handled directly by Dean Melvin and his assistants were siphoned into separate units that simply reported to the Office of Student Affairs. Among the most significant of these services was counseling and testing (actually established as a separate unit in 1956), student housing, and financial aid.

Counseling and Testing Center

In 1956, recognizing that its Dean of Students Office did not have sufficient staff or facilities to meet a growing demand for educational and vocational counseling and testing, Northeastern had established a Counseling and Testing Center (C&T) as a separate unit. Initially this Center employed only two persons: Dr. Philip W. Pendleton, who served half-time as Director, counseling and interpreting tests and meeting with any day college student seeking guidance; and Elizabeth Berry, who filled the combined position of secretary-psychometrist. By 1959, however, the functions of the office had already increased sufficiently to justify the addition of two other professional counselors, and by 1975 professional personnel would have increased to five full-time counselors and a full-time psychometrist as well as Dr. Pendleton.⁶

Justifying this expansion in staff was the vast expansion in the range and scope of the Center's activities between 1959 and 1975. In 1956 Dr. Ell had made it quite clear that the Center should limit itself to vocational and educational counseling for basic college day students. With the abolition of the Evening Division, however, as an autonomous unit, and with the addition of University College and the general upgrading of all evening programs, the distinction between the day and evening students had become less clearly defined. As a consequence, the administration determined that the counseling and testing services should be extended to part-time students, and in 1966 C&T began to remain open for two evenings a week to serve these persons. This new constituency in tandem with the increasing day enrollments increased the volume of work for which the Center was responsible. In the meantime, the range of its services had also begun to grow.

Although Dr. Ell had felt that the Center should limit itself to vocational and educational concerns, the 1960s had brought with them increasing requests for assistance with personal matters that the Center felt that it could not ignore. Contributing to the new situation were the expansion of Northeastern's resident population, which came into the University with all the problems of young people living away from home for the first time, and the simultaneous change in the larger culture that increasingly called into question established homegrown values that however stifling had previously served as guideposts for these same young persons. Responding to these new demands, the Center then began to take on more personal adjustment counseling. In 1962 Dr. John A. Spargo, who had a special interest in mental health problems, had become affiliated with Northeastern's Health Service Center. In 1968 he was appointed an Assistant Director in that unit. Under his direction, a system of regular psychiatric consultation was set up with C&T to help handle particularly difficult problems. In addition, and largely as a way of dealing with these new personal issues, the Center began to develop group sessions of various types. Although one-to-one counseling remained the basic counseling approach, encounter, life-planning, study skills, personal growth, assertiveness training, and family therapy groups were also initiated in the late 1960s and early 1970s.

Altogether, in the ten years between 1957-58 and 1967-68, the number of Northeastern clients seeking vocational, educational, and/or personal counseling jumped from 365 to 1,023. In the next ten years this jump would not be as dramatic; nevertheless, by 1975 C&T was providing counseling services to well over 1,200 Northeasterners annually.

At the same time, as the Center began to expand its services to the

Northeastern student body, it also began to expand its commitment to the community at large. The first step was to provide educational-vocational counseling to the general public on a fee basis, with the great bulk of these clients consisting of local high school seniors trying to decide what to do after graduation. In 1962 the Center entered into a contract with the Veterans Administration to do vocational counseling and testing with veterans and war orphans. During 1957–58 thirty-five fee clients were served; by 1975 the number was over 400.

In 1958 the Counseling and Testing Center received accreditation as an approved counseling agency and has been reaccredited continuously ever since. The testing function of the Center also grew exponentially during this period. From its inception in 1956, C&T had administered some admissions tests. During the 1960s and 1970s, as Northeastern added new professional colleges and graduate schools, and as testing became a more important evaluation tool, particularly for graduate, adult, and professional admissions, this function increased considerably. By 1975 Northeastern's C&T had become the regional center responsible for the administering of several national testing programs. These tests included the following: Miller's Analogies Test, required by the Department of Education for evaluating potential master's candidates, introduced in 1967–68; the Law School Admissions Testing Program (LSAT) required for admission to most law schools; the Graduate Management Admissions Test (GMAT), used in MBA programs; the Dental Admissions Test (DAT); and the National League of Nursing Admissions Tests. In the early 1970s the Center also became responsible for the American Testing Program Proficiency Exam Program and the College Level Education Program (CLEP), both of which test for knowledge that has not been acquired in a traditional fashion and are thus pertinent to adult education, and both of which were adopted by University College as a technique for opening admissions to students who lacked traditional secondary school training.

Still another function of the Center, which was to expand during this period, was its role as a training agency for Northeastern graduate students who were going into counseling and guidance. This laboratory-teaching function had begun in 1958, and by 1975 C&T was providing a practicum setting for an average of six students a year. By this latter date the Center had become a multifaceted operation, reflecting in its growth not only the increasing size of the Institution but also the growing need for a professional service to help cope with the increasing complexities of university life in the late twentieth century.

Office of Student Housing

Still another student support area, initially handled by the Dean of Students, but which to all intents and purposes became a separate unit in

the 1960s, was that concerned with housing. In 1959 the University owned four residences: three on Marlborough Street and one on St. Stephens Street. All women who did not commute were required to live either at 81–83 St. Stephens Street or at 402 Marlborough Street. Rules for men were somewhat less stringent. They might live either in the two Marlborough Street men's residences or in approved University housing in the neighborhood. The responsibility for handling the female residences was allotted to the Dean of Women. The responsibility for handling male residences devolved directly on the Dean of Students himself, or on the Dean of Freshmen, until 1962 when the proliferation of space for men justified the appointment of a Dean of Men, a post that Edward W. Robinson then assumed. Although the business problems of housing came under the jurisdiction of the Office of Housing reporting to the Business Manager of the University, the assignment of rooms and roommates, the supervision of housing staff, and the implementation of dormitory rules were the responsibility of the respective deans.

In the mid-1960s as students began to push for more freedom, these rules changed, and with the changes came new problems for those faced with implementing regulations. By the late 1960s, as parietals relaxed and student activism grew, problems of security became a major concern; in the early 1970s as required residences, even for women and freshmen, were phased out, empty rooms became still another issue (see Chapter XVII). By 1975, however, at least this latter problem had faded. Economics, safety, and full participation in student life prompted more students than ever to want to live on campus.

Although Dean Robinson, who by now had largely assumed full responsibility for directing all student housing, no longer had to contend with enforcing dress code, study, and curfew rules that had occupied much earlier attention, he was required to deal with new demands for single sex and coeducational accommodations. Immeasurably helping in sorting out this plethora of requests was electronic technology. In the mid-1960s, as dormitory space rapidly increased to 2,000 from the 200 places that had been available in 1959, much of the data essential to a smooth operation were computerized. As a consequence, by 1975 when the number of spaces available hovered at 3,000, the task of fitting students to rooms—although more complex than it had been fifteen years earlier—was still able to be handled with speed and efficiency.⁷

Student Financial Aid

A third student support area, originally handled by Dean Harold Melvin and later by Gilbert G. MacDonald, but which by 1975 would become a unit in its own right reporting directly to the Vice President of Business, was the area concerned with student financial aid. In 1958 the responsi-

bility for student financial aid was largely limited to the administration of a University loan program and a University scholarship program. The total number of students aided was 368, and the total dollar volume was \$103,830. The passage of the National Defense Student Loan Program in 1958, with implementation beginning in 1959, considerably altered both the number of students who could be helped and the dollar volume with which the Office would have to cope. To help in administering these funds, a Director of Financial Aid, Edward W. Robinson, was appointed to the Office of Student Affairs. In 1962 when Professor Robinson became Dean of Men, Robert Kates, Jr. assumed responsibility for financial aid in the Dean of Students Office. In 1964 Robert Caswell was transferred from the Office of Admissions to help Director Kates carry on the financial aid responsibilities that were increasing daily as the Economic Opportunities Act, recently enacted by Congress, began to go into effect.⁸

In 1967-68 Robert Kates stepped down, and Robert Caswell became full-time Director of Financial Aid. By this time there were, in addition to the director, four assistant directors, one administrative assistant, three secretaries, a voucher clerk, a graduate assistant, and four cooperative education students—all involved in what had by now become a very extensive and complex operation. The initial University loan and scholarship programs had been considerably augmented, not only by the National Defense Loan Program but also by a Nursing Students, a Health Professions, and a Cuban loan program, as well as by a Health Profession Scholarship Program, an Education Opportunity Grant Program, and a Nursing Opportunity Grant Program. The total dollar volume handled was approximately \$2,900,000.⁹

In 1970, as the effect of federal cutbacks began to be felt and as the recession started, Charles M. Devlin was appointed as Assistant to the Vice President of Finance, with the express responsibility to try to broaden the sources and programs of financial aid. While Director Robert Caswell continued to concentrate on the service aspect of the programs and report directly to the Office of Student Affairs, Mr. Devlin reported to the Vice President of Finance; thus a bridge was established between the two units. It was not until 1971-72, however, that the Director of Student Financial Aid completely severed his connection with the Office of Student Affairs and began to report directly to Charles M. Devlin as Assistant Vice President of Finance and to then Vice President of Finance, Daniel J. Roberts. While the change did not particularly alter the administration of the service, it did serve as a clear indication of the importance that this function had achieved in the total economic picture of the University.

By 1975 Student Financial Aid had, in fact, become very big business.

Although funds from the National Student Defense Act were no longer of moment, the Guaranteed Student Loan Program, originally enacted in 1965 as part of the Higher Education Act of 1965 and the Basic Educational Opportunity Grant, which was part of the Higher Education Amendments of 1972, more than filled the gap. Nine professional staff, as well as a handful of support staff abetted by electronic technology, dispensed over \$8,200,000 to over 6,000 students.¹⁰

3

Although the functions of all the aforementioned offices had originally been handled by the Dean of Students, by the 1960s, as demonstrated above, these tasks had expanded to a point that justified the establishment of separate offices to deal with them. During the same period, the need for other totally new support services also developed. Primary among these were services designed to aid the student in academic adjustment.

Northeastern, of course, had always had some students, who for a variety of reasons, either cultural or personal, could not fulfill all the demands of a college program. It was not until the 1960s, however, that increasing enrollment brought these numbers to what the sociologists call a "critical mass" and necessitated more formal structures to deal with problems that had been previously handled on a one-to-one basis.

At Northeastern these services were to develop relatively eclectically as the student body changed and as demand warranted. As a consequence, the University did not establish, as did many of its sister institutions, a single Office of Academic Support Services; rather, it developed a large network of such support programs, and although they were not administrated as a unit, they are grouped together here under the general rubric of compensatory and remedial education programs.

The Reading Clinic

One of the earliest of the University's remedial or compensatory education offerings was a reading program designed by Melvin Howards of the College of Education to help persons whose reading level was two or more years below college level. The program began in 1962 as a testing service to determine the reading skill of incoming freshmen and as an instructional service to remedy deficiencies. By 1963 the Reading Center was providing courses not only for Northeastern students but also for adults, secondary-level students, and children aged two to six in the community. Between 1965 and 1969 the Center benefited by the Ford Foundation Grant for Negro Students (see Chapter XV). By virtue of this grant,

Dr. Howards and his staff were able to provide instruction for these students who needed help in acquiring college-level reading skills. In the mid-1960s other programs were provided for VISTA volunteers preparing to establish Continuing Education programs in disadvantaged areas, and summer programs for prefreshmen were instituted. In 1970 the varied reading services were grouped together as The Reading Clinic. Its clientele were drawn largely from the Greater Boston area and its purpose was threefold: to teach reading, to teach teachers how to teach, and to give those in the profession a laboratory for finding out more about the teaching/reading process. Dr. Melvin Howards continued as Director and Miss Patricia Moore was appointed Coordinator, while between 90 to 100 Northeastern University graduates, undergraduates, and practice teachers seeking certification as reading specialists, served as tutors for the upward of 350 to 400 students who enrolled annually. In the decade of the 1970s, the scope of the Clinic steadily increased to provide an invaluable service to the Boston Public Schools in the surrounding district and the community at large, reaching in those ten years over 3,306 persons of all ages and backgrounds.¹¹

Extended Freshman Year

In 1969 Northeastern made explicit its commitment to equal opportunity for all with the introduction of an Extended Freshman Year program. The program was explicitly tailored to the needs of minority students who, because of inadequate secondary school training, could not successfully complete their freshman year in the conventional nine months. Students who demonstrated substantial academic effort and who successfully completed at least 50 percent of the required freshman courses were invited to remain on at Northeastern as "extended freshmen" for up to one more year. In this period the student was allowed to take only two courses a semester and had to earn at least a "C" average in those courses to matriculate to the sophomore year.

Project Ujima

Another compensatory education program specifically tailored for minority students was Project Ujima. Introduced in 1974, this special admissions program was designed by Northeastern's African-American Institute to accommodate students who demonstrated qualities of leadership and responsibility but who were ill prepared for college by their traditional secondary school experience. A special black admissions committee, made up of an Assistant Director of Admissions, the Director of Project Ujima, the Director of Academic Counseling and Educational Services, and the

Director of Northeastern's Program in Minority Engineering, screened black applicants who were in the process of rejection by regular admissions officers. If it was the consensus of this committee that a student, with the aid of the Project, could complete college-level work, he or she was admitted with full freshman status. Aid included tutorial assistance in basic subjects such as English, mathematics, accounting, economics, other business courses, and social science; a required practicum in reading and study skills; and, perhaps most importantly, intensive individual counseling designed to provide guidance in academic, financial, social, and personal problems.

From its inception, Project Ujima attempted to (1) motivate students to strengthen their abilities toward the end of achieving the confidence and independence necessary for academic success, (2) provide resources for the improvement of study, writing, and reading skills, (3) help students who had deficiencies requiring long-term solutions to learn to cope with them while working at eliminating them. In addition, the Project aimed to (4) promote the essence of "Ujima" as collective work and responsibility leading to success and increased self-respect among students, (5) promote awareness and sensitivity to the cultural, emotional, and educational needs of minority students in the program, and (6) assure that at least 70 percent or better of those students enrolled in the Project continued beyond their freshman year. Between 1974 and 1980 Project Ujima served 174 students who would not otherwise have had access to higher education.¹²

Alternative English Composition

Introduced in the early 1970s, the Alternative English Composition Program was designed for any student with a severe writing problem. The program was under the jurisdiction of the Dean of Students; it carried no credit but prepared students to enroll in credit courses. It was eventually superseded by the Alternative Freshman Year Program (see below).

Mathematics Workshops

Under the aegis of the Mathematics Department, mathematics workshops were instituted in the early 1970s to help students with mathematical needs. Any student might attend these workshops, which met three times a week and were served by one or two teachers and/or graduate students who provided individual help with math problems.

Alternative Freshman Year

All of the remedial/compensatory education programs cited above were noncredit, and planning and participation were relatively eclectic.

By the mid-1970s, however, it had become clear that a growing national need of many otherwise academically acceptable college freshmen to improve their basic competencies in writing, mathematical, and reading skills required even more stringent measures. A committee was established to study the feasibility of specifically designed, credit-earning courses to rectify the deficiencies of entering freshmen. As a result of the committee's findings, an Alternative Freshman Year (AFY) was established, which in 1974 enrolled sixty-five students. The program allowed students to fulfill freshman requirements of their basic college by taking certain compensatory/remedial programs that were coordinated under the AFY. Although this program did not fully realize its potential until after Dr. Knowles's retirement, it is mentioned here because it was designed to answer problems that surfaced earlier and because it profited from and drew on the experience of those earlier noncredit programs that it did not wholly replace but substantially supplemented.¹³

English As a Second Language

Still other academic instructional support programs that came into being under Dr. Knowles's administration and that were prompted by the increasing size and heterogeneity of the student body were English programs for international students. As a consequence of a consistently expanding international enrollment, Northeastern began in the mid-1960s to plan for new programs that would meet the needs of these students. Among these were a freshman composition course and an Introduction to Literature course, both of which were designed for foreign language students and were instituted by the Department of English in 1968. The courses presupposed a certain proficiency in English and were given for credit. It was not until 1974, however, that the University began an intensive, noncredit English As a Second Language (ESL) program, which was specifically designed for students whose grasp of English was so slight as to preclude the possibility of success in regular college programs.

The immediate impetus for the ESL program at Northeastern was the acceptance in the fall of 1974 of forty-seven Venezuelan students. The program was worked out in conjunction with the Fletcher School of Diplomacy, the International Institute for Education in New York, and the Venezuelan government. According to the provisions of the agreement, Northeastern would admit, test, and give intensive English training to those students who would subsequently be enrolled in the basic colleges, particularly in Engineering and Business. To meet their needs, Dean Sochacki, then Director of the International Student Office, in conjunction with Professor William Biddle of the English Department, planned the

intensive English Language program, which dovetailed with certain courses such as mathematics. Three new teachers were hired, including Ann Hilferty, who had previously taught part-time in the English Department's foreign student program and had left to assume a full-time position at Harvard University. In the course of time, Miss Hilferty would become the Director of an expanded English Language Center; that, however, was in the future.

In the first years, the work of the ESL was directed only toward the needs of the Venezuelan students. Nevertheless, the policies established then remained intact when these students moved into the mainstream. At that time enrollment opened to any international student needing intensive English as a prerequisite for full-time enrollment. Basically, these policies established the program as independent of any academic department, thus precluding problems of credit, tenure, and academic salaries. Major functions included testing and teaching. Students were assigned to course levels—beginning, intermediate or advanced—on the basis of performance tests and interviews. Satisfactory completion of the program meant those who had been accepted into full-time study could then proceed into credit courses.¹⁴

The introduction of remedial and compensatory education services at Northeastern allowed the University to accommodate a far wider range of students than would have been possible had these programs not been available. Their institution was, of course, sparked by the political, social, and economic conditions of the 1960s and 1970s, which encouraged more and more persons to seek a university education. These programs, however, may also be seen as simply the extension of a far older Northeastern tradition of accommodating students who might otherwise be excluded from higher education. In this sense, then, they represented a return to, rather than a change in, University policies and an affirmation of the Institution's original commitment to serve its community.

4

A final major student service that should be mentioned in this chapter and that experienced considerable expansion and modernization as a consequence of growing enrollments and new demands was the University Health Service.¹⁵ In the very early days medical assistance at Northeastern had been literally a bandaid and telephone operation. Students who needed medical attention reported to Edward Snow Parsons, who, as Professor of Physical Education and Director of Student Activities, was also keeper of

the medicine cabinet. If the complaint was too severe for a Band-Aid from Professor Parsons' stock, a call was put into Dr. George Lane, who, since 1941, had assisted the University by providing physical examinations for entering students and serving as athletic physician, in addition to conducting his own private practice.

As the influx of postwar students began to be felt at the University in the 1950s, however, the service had begun to grow. In 1953 Dr. Job E. Fuchs was retained part-time to help Dr. Lane, and by 1958 Professor Parsons' cabinet had given way to somewhat more commodious facilities. It was not until Dr. Knowles became President, however, that definite steps were taken to restructure the entire medical service. In 1959, then, reasoning that if the University were to continue to grow and to develop dormitories, it would need a full-scale modern health facility, Dr. Knowles asked Dr. Lane to become Director of Health Services at Northeastern and a full-time University physician. At the same time he also asked him to create a full-time health service. It was a challenging proposition, but one that Dr. Lane accepted with eagerness.

Calling into play his considerable organizational talents and working in close conjunction with the new administration, Dr. Lane promptly began to shape a facility that within a decade would be almost without peer in higher education institutions. As an initial step he expanded the staff, which by 1960 would include, in addition to himself, three part-time physicians, a chief nurse, an X-ray specialist, a laboratory technician, and a nurse-secretary. Simultaneously, plans were drawn up and approved for a full-scale "miniature hospital," replete with laboratory, X-ray department, physical therapy equipment, and the latest in modern medical testing devices.

Construction of the new facility began in 1963, when classroom walls in the Forsyth Building were knocked down to make room for a large waiting room painted a bright noninstitutional yellow. In short order, panels, partitions, acres of glass, and a gleaming tile floor were installed, and federal grants were sought and secured for new equipment. By 1966 the facility was essentially completed, including six rooms for overnight or brief stays, each with a private bath and altogether accommodating sixteen persons. At the same time the staff continued to grow and by 1975 had reached fifty-one persons, including eight full-time doctors.

Accompanying the physical and personnel expansion was the expansion of the health care services. In 1959 care was largely limited to physical examinations for entering full-time students, medical services for dormitory residents, and emergency treatment, whenever necessary, for students on campus. In addition, Dr. Lane inspected the campus from a health

standpoint and provided care for participants injured in official athletic events. Over the ensuing years these basic tasks remained the same, although the methods for handling them became considerably more sophisticated, and other tasks were added.

Unlike many large institutions, Northeastern had always resisted the idea of developing a separate athletic medical care facility. Feeling that the temptation to put the welfare of the team over the welfare of the individual should be avoided, Dr. Lane and his successor, Dr. Fuchs, always insisted that all those injured on the playing field report to the Health Center. They did, however, develop an athletic trainer group in 1960, which by 1975 had four full-time trainees. They also established an extensive physical therapy room to help cope with athletic injuries. Equipment included a hydrotherapy section, a hydroculator unit, and an ultrasound unit. This facility was also to prove useful as Northeastern began to accept more handicapped students. In fact, even before federal legislation made acceptance of the handicapped part of affirmative action, the Health Center was providing assistance to chronically disabled students who were referred to the Service by their own doctors, and rehabilitation therapy to those with chronic mechanical problems and/or in need of postoperative exercises.

Other expansions in service followed in the wake of expanding technology. Although some of the most sophisticated automated laboratory equipment would not come until after 1975, additions were made prior to that date that allowed the Service to conduct its own hematologic, serological, chemical, and microbiological tests on campus.

Still other changes were the result of the changing world beyond Huntington Avenue. The 1960s' culture brought to the facility problems that arose from the use of drugs and new sexual mores. The ability to recognize and detoxify those who ran afoul of drugs—a service that would not even have been dreamt of a dozen years earlier—was now a must. In the early 1970s birth control information was legalized in Massachusetts, and the Northeastern facility accepted the responsibility for conducting birth control clinics and providing related gynecological examinations. Perhaps another sign of the times was the increase in psychological problems among students. Part of this may be attributed to the increase in residents who, living away from home for the first time, turned to Health Services for assistance with their emotional problems. Part, however, must be attributed to changing values, which, as mentioned earlier, exacerbated the natural anxieties of any college student. In 1962, in deference to these new needs, Health Services had contracted with Dr. John Spargo for his part-time assistance. In the late 1960s Dr. Spargo became a full-time mem-

ber of the staff, and for a brief period on-campus psychiatric aid was available to the Northeastern community. It soon became apparent, however, that demand tended to grow in relation to the availability of treatment, and Dr. Lane then decided that in lieu of on-campus psychiatric service it was more prudent to establish a referral relationship with Boston University's University Hospital Psychiatric Unit.

By 1975 Northeastern's Health Services Department was handling 100,000 to 110,000 clinical visits a year as contrasted with 20,000 in 1956; in addition, infirmary stays numbered 500 a year. Although the facility was not equipped to handle long-term care or cope with complex cases, it did have arrangements with Boston University's University Hospital, the largest New England teaching facility, for patient referrals and for specialists to see Northeastern students. In addition, with the exception of MIT and Harvard, the Service had become the only fully licensed, accredited university health service in the area.¹⁶

On June 30, 1975, Dr. Lane retired, and Dr. Job E. Fuchs assumed the directorship. Dr. Lane had been associated with the University for over thirty years, twenty-three of those as full-time Director of Health Services; thus in June 1976, the Health Center was dedicated to him as The Lane Health Center "in honor of Dr. George Lane," and "in recognition of his outstanding contributions to the health and welfare of the students of Northeastern University."

5

The growth in services related above effectively made Northeastern responsive to a far larger student body than it could have possibly handled twenty years earlier. Such growth, however, was not without its darker side. Although on the one hand the student body was losing its parochial cast, becoming more cosmopolitan, and more sophisticated, the easy camaraderie when everyone knew everyone was inevitably fading. Although on the one hand the expansion of electronic technology allowed for greater efficiency and ease in dealing with ever more complex problems, on the other it threatened the identity of the individual, contributing to a growing sense of depersonalization—the reduction of name to number. And finally, although on the one hand the increasing role of government in University business gave students far more economic and social advantages than they had ever had and gave the Institution new opportunities for expansion, on the other it often encouraged a litigious approach to problems, prompting leaders who might have served as guides or mentors

for new ideas to become, instead, advocates of specific causes. In and of themselves, of course, these trends might have been peacefully accommodated but, perhaps unfortunately, they did not exist *in vitro*.

XVII

Student Conflict

AS THE 1960S DAWNED, HIGHER EDUCATION WAS AT THE PINNACLE OF ITS SUCCESS. Never before had higher education received so much acclaim and never before had so much money been available to back up that acclaim. Within this context, Northeastern had flourished. Yet, just as bright events on the national scene—the continuous economic growth, the burgeoning population, the faith in higher education as a means to cure society's ills—contributed to the University's sense of confidence and well-being, so also did more painful events on the national scene—the escalating war in Vietnam and the mounting frustration over civil rights at home—contribute to a growing atmosphere of student unrest that would explode at Northeastern in the late 1960s.

The University was not, of course, alone in suffering disruption any more than it had been alone in profiting from good fortune. In fact, in many ways Northeastern was spared some of the fiercest battles that rocked its sister institutions during this period. Nevertheless, such relativity was of little solace to students who would spend the night in jail and to staff who would spend the same nights barricaded in their offices that had become jails. It was of little comfort to students who would be victims of flailing billy clubs, to police who would be victims of thrown bricks, and to administrators who would be recipients of

midnight calls threatening their own and their family's lives. And it was no consolation at all to any on any side who would see their civil rights dissolve in the mindless charges and countercharges that finally became the hallmark of the period.

1

Even in retrospect it is almost impossible to understand how such violence exploded across American campuses. Certainly as the period opened at Northeastern there was no hint of future disruption. In fact between 1960 and 1966 quite the opposite situation of almost Edenic community prevailed. For a brief moment the sense of identification between the aims of the country, of the business/industrial community, of the Institution, and of the students appeared to coalesce in perfect harmony. Dr. Knowles underscored this identification in his rationale for the expansion of certain University programs: "Except as colleges and industries can work together in research and except as colleges can provide the kind of specialized manpower that industry needs, the effort to preserve national security will break down. We have today a great partnership of institutions of higher learning . . . working hand in hand with our great industries. All are part of the national defense effort. All are vital to the preservation of freedom."¹

Certainly there was no hint of protest at this statement, and no hint of protest, but rather a real manifestation of pride, in the status of ROTC. Northeastern had the largest volunteer unit in the country and there was nothing but praise for the uniforms, which changed from khaki to green in 1962, and nothing but praise for the new counter guerrilla corps that was formed the same year, enlisting seventy-five undergraduates who practiced their martial arts on the Fenway and at Fort Devens to the applause and admiration of their peers. It was also during this period that students, with the full approval of their mentors, became increasingly concerned over social issues of the larger world.

The catalyst for their new attitude lay in the civil rights movement, particularly as it had emerged from the bus boycott in Montgomery, Alabama, in 1956. By 1960 many students and faculty from across the nation were joining black activists in the South for "sit-ins" at countless southern facilities. That the tactics of demonstration could result in the desegregation of interstate travel, the admission of black students to previously segregated colleges, and the registration of black voters, began to make morally suspect the policy of detachment that had characterized so many

students in the 1950s. They now rallied with enthusiastic vigor to the challenge of righting the world's ills.

Today, of course, a host of eminent scholars quite justifiably trace the genesis of later protest to the lessons learned in these early civil rights demonstrations. Yet there is something ironic in having to recognize that the roots of violence lay in actions that at the time were so explicitly nonviolent and so explicitly moral.

At Northeastern the growing sense of self and the desire for active involvement in the world beyond Huntington Avenue manifested themselves particularly in a new interest in political clubs, sanctioned by Dr. Knowles in 1961, in the numbers that joined President Kennedy's newly formed Peace Corps, and in the adoption of a Korean village, Cheju Do, for which students raised over a thousand dollars.

At the same time the administration, which in the Northeastern tradition had always recognized a commitment to the community, also began to extend its own efforts in this direction. In 1961 Dr. Knowles had declared that "an educational institution such as Northeastern has to plan its future in the framework of ongoing changes in our society. The administration of Northeastern University is keenly aware of this and is planning Northeastern's future role in the light of new patterns of service that may be required."² Shortly thereafter, on October 31, 1962, Dr. Knowles became a member of the Board of Directors of the Action for Boston Community Development, a \$1,900,000 Ford-funded project launched to attack major social issues of urban life. He retained this position until May 1973, when the Board voted to eliminate seats allotted to higher education.

Other community-oriented actions initiated during the same period include the following: the Ford Foundation Negro Opportunity Program (see Chapter XV); a four-week experimental course to train a "Domestic Peace Corps," with volunteers coming to Huntington Avenue from all over the country to learn how to teach reading and language skills to the culturally deprived; a Public School Reading Project, also sponsored by the Ford Foundation and designed to improve the reading and language skills of secondary school students; a Science Seminar for High School Teachers to help familiarize these persons with new trends and developments in Science; and a Human Relations and Group Guidance program that began in 1965 and led to a proposal for a Roxbury Continuing Education Service. This latter service, designed by the Office of Continuing Education in conjunction with residents and leaders of the black community, was "to provide a learning situation favorable to personal, social,

academic, and occupational achievement commensurate with individual potentialities." Approved by the Board of Trustees, it went into effect in the fall of 1966.³

All of these programs showed a commendable concern and willingness to accept responsibilities within the larger world. At the same time there was also a growing sense of pride in, and a willingness to accept responsibility for, the University itself. Thus on a smaller scale, but equally indicative of the feeling of community that pervaded the campus during these early years of the 1960s, was the spirited support given the Diamond Anniversary Development Program. By October 1962 over 168 of the full-time faculty members, or almost two-thirds of the faculty, had pledged \$60,209 to the fund or an average of \$358 each—no small contribution when one considers that the average salary at this time was \$8,000.⁴ And, although *Northeastern News* periodically took students to task for their supposed apathy, it was the students themselves who prevailed on the administration to alter priorities to allow for the construction of a student center. And it was these same students who raised a substantial portion of the funds through self-assessment.

Looked at through the filter of years of disorder and disruption, it seems almost impossible that there was ever a time when the president of a university would receive an award for "his outstanding contributions to youth." Dr. Knowles did in 1960 when the Order of DeMolay, a fraternal order for youth gave him its highest honor, the DeMolay Legion of Honor, for just that service. It seems almost impossible that there was ever a time when a college president's schedule would be so jammed with requests to attend student plays, sports activities, debates, that finally he would have to give up all such appearances for fear of hurting someone's feelings. And, finally, it seems most inconceivable that there was ever a moment when members of the faculty and administration would willingly stick their heads through sheets in order that students could pay five dollars for a mound of wet sponges to hurl at these targets simply to raise money for the United Fund. Yet all these activities were part of the spirit of the early 1960s.

But perhaps no series of events so perfectly expresses that feeling of community and shared sense of infinite possibility that prevailed between student, faculty, administration, and Trustees as what occurred with Northeastern's crew during this period. The story has been recounted in detail in Chapter XV and need not be repeated here except to state again that it was a tale of unbelievable success and one that serves as a perfect gloss

on Northeastern of the period. All of the major elements of any university action were there: students' need; faculty, administration, and Trustee participation; problems with money and facilities; storms over which no one had any control; other universities' cooperation and competition. And in 1965 all of these elements came together in a triumph that "strained credulity."

The victorious story of Northeastern's crew coincided almost exactly with the closing first phase of the Diamond Anniversary Development Program, which had, against the direct predictions, far exceeded its goals. As 2,370 students assembled to receive their degrees at the commencement that June 1965, there was little sign that life on Huntington Avenue could ever be anything less than perfectly idyllic. Ironically, almost exactly one year to the day after Northeastern's crew had tasted its first victory on the Charles, the first signs that all was not well had already begun to appear.

2

The initial symptoms of dissatisfaction on Huntington Avenue appeared in the guise of a ten-page, badly mimeographed, badly spelled newspaper called *Horn*, published April 26, 1966. On the first page the editors made explicit their policy: "The magazine that was going to be called *Balls*, now called *Horn*, is a journal of dissent, of provactive [*sic*] opinion and satire, primarily concerned with university reform at Northeastern, but also with the college community at large." The paper went on to denounce the administration, particularly the President, whom it called "Bookkeeper Knowles," to complain of "an aura which wants to teach facts and figures on five-year forum and keep the individual from figuring this out on his own terms," (*sic*) and to assert that "quality bricks do not an education make. IBM cards do not equal wisdom."⁵ But while it is easy to make fun of such papers and while faculty must have cringed at the assaults on language that characterized so much underground journalism, it would be a mistake to underestimate the significance of such a magazine.

That *Horn* should appear at apparently the very apex of Northeastern's good fortune was in itself indicative. For, in spite of its clichés, in spite of its syntactical lapses, in spite of the total predictability of its complaints, *Horn* clearly demonstrated that Northeastern students not only had contact with and concern for the outside world but also that this contact and concern need not always elicit some benign and affirmative response. Further, it suggested that the very elements that were contributing to

Northeastern's waxing power—increased size, increased wealth, increased commitment to society—might also be perceived as having a darker and more deleterious side.

From both points of view, then, the paper deserves some examination. Of the eight articles in the first edition, two dealt with the general problems of the draft and civil rights. Two others were concerned with the role of the university in general and with Northeastern in particular and charged that it was the Institution's responsibility not "to plan its future within the framework of society [but] to challenge the assumption made by all segments of society." The four remaining pieces dealt with some aspect of student life. One covered revolutionary movies, one found Northeastern's courses "stifling," and the remaining two took to task dormitory regulations and the ban against card playing.⁶

While the prose style suggested that perhaps the editors had misinterpreted the Berkeley free speech movement as simply a defense of four-letter words, in both form and content *Horn* more importantly previewed the issues around which students would rally in the late 1960s—the issues of war, of black rights, and of student rights—and it brought these issues home to Huntington Avenue.

The response of the administration is not recorded, but one can imagine that Dr. Knowles, who was genuinely fond of the students and elated at what he saw as the growing status of Northeastern—and who also tended to take criticism personally no matter how politically motivated—was outraged. Of the other administrators most in contact with the students—Provost William White, Dean of Students Gilbert G. MacDonald, Dean of Freshmen Christopher Kennedy, and Dean of Administration Kenneth G. Ryder—it is probably just to assume that response ran the gamut from dismay through irritation, from disbelief to tolerant skepticism. But whatever the personal feelings, cool heads prevailed, and the administration reacted with judicious restraint.

Dean MacDonald, who had direct responsibility for student publications, did file a complaint with the Committee on Regulations and Discipline generally protesting the language and disrespectful attitude toward the President. Later, addressing himself to the issue of academic freedom, he said: "You'd like to think you are free to say anything you'd like. Well you're not perfectly free and this is something one realizes when one matures."⁷

Professor Norbert Fullington, as Chairman of the American Association of University Professors, attended the hearing to present the AAUP position: ". . . the offense seems not grievous enough to warrant any formal proceeding," he said and went on to note, "Censorship of form

may lead to unwarrantable interference with substance." Dean MacDonald retorted, "As far as I'm concerned, *Horn* is an undergraduate magazine. I'm not trying to stop it. I'm just trying to lay some ground rules for it."⁸

In the long run, however, the issue was amicably resolved. The exact phrasing of the Committee's ruling was not released but "it took the form of approbation [*sic*]."⁹ (*Northeastern News* was not always much better than *Horn* in its use of language—the meaning here is undoubtedly admonishment.) And a letter from the Dean of Students, rather than disciplinary probation or any harsher measure, constituted the extent of discipline.

But although this particular incident passed pacifically, an important battle had been joined and lines drawn, for to a large extent the "war" on college campuses was to become as much a war over the right to dissent, a war over what constituted legitimate criticism and what constituted legitimate rules, as it was to be a battle over the issues of Vietnam and civil rights.

Although the publication of *Horn* marked the first overt sign of protest on Huntington Avenue, it did not in actuality have any substantial effect on the vast majority of students. It is perhaps significant, however, that the Faculty Senate did pass at this time a proposal on how to deal with student demonstrations. It was as much an anticipation of what might happen as a reflection of conditions at the University. In general, however, the growing prowess of Northeastern's athletic teams occupied as much and generally more space in the *Northeastern News* than any political activities. In fact, and perhaps ironically, throughout the period of unrest Northeastern began to flourish on the playing fields. In 1966 the baseball team won the district championship, and Dick Pastor became the first Northeastern player to be drafted by the Red Sox. Between 1966 and 1972 the football team chalked up 35 wins and 25 losses. Basketball had four out of five bids to the NCAA and climaxed 1968 with a win in the first annual Colonial Tournament. By 1972 it had 118 wins to 54 losses. Track was steadily improving and came to be considered the strongest team in the East. Hockey, it is true, had a poor showing between 1966 and 1972, but rallied in 1973 for its first winning season since 1965–66. And, of course, by 1972 Northeastern's crew was back at Henley on the Thames.

Northeastern's cultural life was also expanding during this time. In 1966 the University played host to Margaret Webster of Shakespeare Theatre fame. That same year the Boston Civic Symphony became an in-residence University symphony. In 1967 a Music at Noon series was introduced. Anne Sexton came to campus to read her poetry, and shortly after, the Distinguished Speaker series, designed to bring prominent per-

sons in a wide variety of fields to Northeastern, also began (see Chapter XV).

Significantly, it was also during this period, 1966–1972, that serious attention was given to a potential merger with the New England Conservatory of Music, and that the Boston Symphonietta solicited Northeastern as a potential home for its group. In both instances the University was interested, but in both instances it backed away from the final step on grounds that the financial and organizational details would be too involved to justify commitment. Both efforts are worth mentioning here, however, if only to indicate that the notion of universities in general, and Northeastern in particular, as monolithic bastions of science and technology allied in a general conspiracy to ignore the arts and humanities was no more true than is any other simplistic generality.

During the same time Scabbard and Blade, the honor society of the ROTC, continued to give its Spring Military Ball, albeit on a reduced scale. Winter Carnival also continued uninterrupted, and voting for Mayor of Huntington Avenue was canceled only once in 1969 for lack of interest. The choice of these examples is eclectic and is not meant to represent the range of student activities during this period. They are brought up, however, to suggest that for many, in fact for most at Northeastern, it was the protest that was peripheral to the mainstream of life, although at the height of protest there were indeed few who could remain unaffected. Nonetheless, in 1966 the unaffected still far exceeded the affected. Events in the larger world, however, soon transpired to change this.

In August 1966 there was the case of “Friendly Fire” in the Delta, which brought President Lyndon B. Johnson to television to explain the tragedy. In September, South Vietnam governmental elections were won by Nguyen Van Thieu and Hguyen Cao Ky. Blacks rioted in Grenada, Mississippi, and Father James E. Groppi, a crusading Roman Catholic priest, was jailed for civil disobedience in the cause of civil rights. In October, Boston School Councilwoman Louise Day Hicks made headlines with her vigorous antibusing stance, and the first draft card burnings took place in Washington and New York. In November, President Johnson visited Vietnam, and in January the bombing of Hanoi began.

Of these events the escalating involvement in Southeast Asia most immediately triggered student response. As one student would later remark: “The war forced us to look at ourselves and at our country in ways we never had before. It forced us to question our beliefs in our government and in the men we elected to represent us, the beliefs that most of us held since childhood. It forced us to question our values, our education,

and our socialization." Yet America has had unpopular wars before, and never before have students risen up against their universities. Seymour Lipset in his *Rebellion in the University* suggests the answer lay in numbers: "In 1930 there were about a million students and 80 thousand faculty . . . [and] in 1970 there were seven million students and over half a million full-time faculty. The absolute figures mean, among other things, that a reliably small percentage constitutes a large enough critical mass to sustain the demonstrations, and organizations . . . necessary for a viable solid movement."¹⁰

Not contradicting this idea but rather elaborating on it was Charles Frankel's analysis of the university in the late 1960s: "The one thing that I can find in common among the 2,500 institutions that call themselves the university is that they were holding patterns for people over seventeen."¹¹

This latter observation suggests that Lipset's "critical mass" was to some degree activated toward rebellion out of frustration, a sense of being "out of it," a situation exacerbated by the fact that at this time college status conferred draft deferment. Another commentator on the period, John Searles, notes that the universities had become veritable "city-states of youth," and thereby implies that protest had, as part of its genesis, the desire of a new young constituency to wrest power from the older, entrenched "establishment."¹² Be that as it may, as the war heated up so also did the protests.

At Northeastern the areas of conflict were roughly the same as at other institutions across the country: student rights, black rights, and involvement in Vietnam. The three areas are, of course, inextricably related. The demands of students for a greater role in the decision-making process and the liberalization of rules governing their lives represented the same general rejection of authority figures who had come to be identified with the continuation of policies that had led to war in Southeast Asia and civil disorder at home. Significantly, the women's movement also gained currency during this period and for the same reason—the rejection of traditional hierarchical lines of authority, which were beginning to be perceived as suspect.

The civil rights issue had, of course, been joined before our heavy involvement in Vietnam, but the war served to underscore the blacks' charge of a government that was indifferent to moral issues and specifically to the welfare of people who, by virtue of color and culture, differed from mainstream America. It is no coincidence, then, that at the height of protest

against Vietnam the Black Power movement surfaced, and militants such as Stokely Carmichael overtly rejected the role of whites in the black struggle.

Thus the three foci of protest evolved simultaneously and, in a sense, to separate them is necessarily to falsify events. Nevertheless, because particular demands, actions, and reactions differed substantially, just such a division will be made here in the interests of clarity.

3

Of the three issues eliciting protest, that which was conducted most pacifically but which would in the long run most radically alter the style of Northeastern was the students demand for a role in the decision-making process and the liberalization of all regulations affecting their way of life. The pressure to change regulations actually began very early in the decade and was initially sparked more by the addition of new dormitories than by politics. As the resident population expanded, protest against restrictions, which were generally more rigid even than those practiced at home, steadily grew. By the mid-1960s, after all, 5 million American women were on the pill, jeans were as much a uniform of the straight as of the hippie world, and drugs were so much a part of the general culture that The Reverend Charles W. Havice, editor of Northeastern's 1968 *Campus Values*, did not hesitate to include a chapter on mind-altering drugs that began "Despite existing controls, these things are so readily accessible that undoubtedly a student is going to make his or her own decisions with respect to their use."¹³

Yet in spite of the changing mores of the 1960s, at mid-decade Northeastern's own code of conduct was very much the same as it had been in 1916—that is, basically YMCA and conservative. Dormitories had no visiting hours for members of the opposite sex, strict curfews were in practice, freshmen and upper-class women who did not live at home were required to live in University residences, women were prohibited from wearing slacks or shorts on any University property except in their own rooms, men could only wear bermudas if they also wore knee sox, and, in general, the University functioned not only "in loco parentis" but in place of a very strict parent.

Originally, then, protest was largely focused on social issues—particularly on parietals, a word derived from the Greek via Harvard, which pertained to visiting hours. Although by 1965, 66 percent of all American

colleges and universities had parietals, Northeastern did not. The students requested a change, and the University responded in a fashion that is in itself reminiscent of an earlier age. It sent parents a letter requesting that they check "Yes" or "No" on the question of visiting hours, and it timed the letter to coincide with Christmas vacation so that families could "discuss the issue together." The response to this "tactful" strategy, however, jolted the University into the present. Of the hundreds of postcards sent out, only 25 percent were returned at all. And more startling, of those, fully half checked approval of relaxed regulations. Under such circumstances it hardly seemed reasonable for the University to play chaperone. By 1967-68 the administration had modified both the curfew and visiting privileges. Over the following years they further liberalized the rules until by the early 1970s, Northeastern, like most other major universities, had no visiting or curfew restrictions at all. (See below for details.)

The question of a dress code was even more simply resolved; it simply faded away. As a sidelight on history, it is amusing to note that in 1967, when a group of women students protested the dress restriction, they were only too surprised to discover that the *Student Handbook* of that year had already anticipated their complaints, and there was, in fact, no code at all against which to protest.

The change in these two areas, however, was almost deceptively simple. Other demands were to be more complicated and were to touch on the very structure of the University. Of these demands, that for a voice in the decision-making process escalated rapidly and almost in direct proportion to the escalation of the war. By 1967 students were requesting a say in all those areas that affected their lives—cooperative assignments, curricula, discipline, food service, facilities. In general, the University responded by introducing committees that had recommending rather than legislative power. In 1967 alone, such committees were introduced in the College of Engineering, the College of Liberal Arts, and Boston-Bouv  , with other units rapidly following suit. The same year saw the acceptance of a student course and teacher evaluation process (SCATE), which gave students a more definitive voice in assessing their education.

Nevertheless, by the fall of 1968 a variety of these demands were still left unsatisfied. By this time, in the context of war protest (see below), the tone of student/administration relations had changed. An indication of the quality of this change can perhaps be best perceived by comparing the *Handbook for Students* 1966-67 and that for 1968-69. Thus the 1966-67 handbook devotes only two and one-half pages to the problems

of "General Conduct." The section begins: "Students are expected to observe the accepted rules of decorum, to obey the regulations of the University and pay due respect to its officers. Conduct inconsistent with the general good order of the University or persistent neglect of work may be followed by dismissal." Significantly, at this point it was not considered necessary to spell out the machinery that would effect that dismissal, machinery that was essentially the same as that which existed in 1953: "Disciplinary matters affecting students should be handled as follows: In the Day Colleges by the Dean of Students and the Executive Committee. In the Evening Division by the Director of the Evening Division and colleagues to whom he may delegate such responsibility."¹⁴

By 1968, however, material pertinent to student conduct occupied ten pages and included a "Joint Statement on Rights and Freedoms of Students," a position that had been developed cooperatively by national education associations representing faculty members, administrators, and students. At this point disciplinary procedures had already been modified. "When misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he/she should be granted a hearing before a regularly constituted hearing committee [to] satisfy the requirements of 'procedural due process'. . . . The hearing committee should include faculty members or students or . . . both faculty and student members."¹⁵

The litigious note sounded in these lines aptly suggests the adversary relationship that students had come to assume must exist between themselves and authority. Within this context, then, "demands became the accepted rhetoric of the day." Thus on Friday, September 20, 1968, in acknowledged emulation of the approach used by the black students the previous spring (see below), a group of students calling itself the Student Concern Committee presented Dr. Knowles with a paper entitled "It's About Time . . . We Demand." The list read as follows:

It's About Time . . . We Demand

1. We demand that Student Committees be formed to have a say on decisions on tuition raise, faculty dismissal, tenure, and fiscal policy, and all other decision making that students consider priorities.
2. We demand the adoption of a policy allowing one pass-fail elective per term.
3. We demand a true non-profit bookstore.
4. We demand that the Student Concern Committee select the contract of the food service. This service will be required to encom-

pass the needs for any students requiring special diet for health or religious reasons.

5. We demand an all student court.
6. We demand voluntary residence in dormitories for all upperclassmen.
7. Freshmen residence in the dormitories shall be voluntary with parental consent.
8. We demand that the Health Service include birth control information.
9. We demand that students be free to choose their own co-op job if they so desire and that any increase in tuition will be coupled with a commensurate increase in co-op salary.
10. We demand that the construction of the new library be started within the next year, and no other buildings be started.
11. We demand that student representatives be seated on the Board of Trustees and the President's Advisory Council.
12. We demand that a solution be made to curb the excessive size of some classes.
13. There shall be a Student Concern Committee, with voluntary faculty participation to implement these and all further demands concerning students.

In summation, we will accept no compromise on these demands by the Administration. However, we will accept changes and compromises from the Student Body.

Student Concern Committee¹⁶

At first glance the list seems fairly eclectic but although it is doubtful that the students perceived the full implication of their requests, basically they touched on two major areas: the disposition of funds and jurisdictional authority. In neither instance was the administration disposed to allow either casual or radical concessions.

Early in his career Dr. Knowles had made quite explicit that "It is in the budget that general policies are given definite concrete expression." Further, in his inaugural address he had pledged to keep the University in the black. To allow students to dictate where funds would be spent would, he felt, be an abrogation of his and of the Trustees responsibilities. In addition, he was firmly committed to the belief that there were "unique roles and responsibilities for students, faculty, administrators, and Trustees."¹⁷ In this respect it might be said that Dr. Knowles understood his role as President as analogous to that of the major film producer. As it is the latter's responsibility to have a clear vision of that which is to be produced, to acquire the best actors, camera men, directors, and to find the backers who will put the production before the public, so it is the

responsibility of a president to have a clear vision of his institution—one that Dr. Knowles had articulated on inaugural day—to obtain the best faculty, staff and students, and to encourage and develop a sympathetic Board of Trustees, all of whom together would bring the University before the public. Thus he was no more inclined to encourage an overlapping of roles than David O. Selznick would have been inclined to let the camera man design the scenery and Vivien Leigh determine the budget.

In the overheated atmosphere of the 1960s, however, there was certainly no time or interest in arguing analogies. More practically, then, the administration met in executive session to hammer out a response to these “demands,” and at the same time a special meeting of the Board of Trustees was summoned in the offices of the John Hancock Mutual Life Insurance Company for the same reasons. Predictably, in the latter instance there were a few who felt that even acknowledging such demands would be opening the door to additional ones. Both Dr. Knowles and Dean MacDonald, however, who were in closer daily contact with the students than the Trustees, felt that a refusal to answer might invite sit-ins. Their view prevailed, and the final and unanimous concensus was that an answer should be given that expressed understanding but made quite clear that there were already provisions to deal with each complaint.

The resultant memorandum, which was issued on September 26, 1968, was, in a sense, a masterpiece of its kind. Boldly and directly it confronted each demand, expressing sympathy with student concern; then explicitly it noted already extant committees that could and should deal with the issues. Thus to the request that students have a voice in the formation of fiscal policy and tuition, the response was, “Last spring I agreed to discuss fiscal policy with the Agenda Committee of the Faculty Senate, and I would be glad to have students join in this discussion.” On the issue of pass-fail electives, Dr. Knowles noted that “the decision to have pass-fail electives must be decided by the college faculties, since each has the final authority for both the approval of courses to be offered and the establishment of criteria for measuring the accomplishment of the students.” On the issue of Student Court, the memorandum stated, “I am not opposed to a change in our present procedures. Various judiciary systems are already under consideration by committees of the Student Council and Faculty Senate.” On the demand that students be free to choose their own “Co-op” job, the administration responded, “The Student Advisory Committee to the Dean of Cooperative Education, which was formed this summer, will be asked to examine the advantages and disadvantages of additional flexibility and make recommendations for appropriate courses of action.”¹⁸

On matters that related to the disposition of funds, the answers were

somewhat more circumspect. Although students might perceive voluntary dormitory residence, a voice in selecting food service contractors, a non-profit bookstore, small classes, and the prompt construction of a library as immediate necessities in terms of their "life style," the administration was all too aware of the financial implications. That the bookstore was already nonprofit could be quickly asserted, and concession on providing special diet presented no problems. But on the question of contractors the University stood firm, observing that it was the Institution, not the students, that was legally and financially responsible for such service.

The dormitory issue was even more complex. While the administration was quite willing to be flexible in terms of where students lived—the age of "in loco parentis" was over—the vision of empty buildings was not to be treated lightly. Thus in all candor the answer was presented: "It should be recognized that major changes must be planned carefully to insure that the dormitory operation does not become a financial burden on the non-resident population."¹⁹

In keeping with this statement the administration began to phase out its required dormitory residency policies. In 1968–69 all freshmen, male or female, and all unmarried women under age twenty-one who did not live with their parents or legal guardians were required to live in residence halls. By 1970–71 male freshmen were no longer required to live on campus. In 1973 only unmarried women under age twenty-one in their first year of college were required to live on campus, and by the following year there were no residency requirements at all. Although the overall process was slower than might have been wished, it was steady and paced to allow vacant space to be filled by the growing numbers of undergraduates who voluntarily chose on-campus living; thus the feared financial burden was averted.

A final issue pertaining to the quality of student life was the request for birth control information to be offered through the University Health Service. The obstacle here, however, was not the University but the Massachusetts legislature, which had laws against the dissemination of birth control information. Significantly, when the state law changed in 1973, the Trustees promptly resolved "to approve the policy of providing examinations and prescriptions by the University Health Service for contraceptive purposes."²⁰

At the same meeting the Trustees also determined that "in light of the recent reduction of the Massachusetts drinking age to 18 and in light of the number of bars opened recently in the neighborhood of the campus, it now seems advisable for the University to construct a facility to serve beer and wine so that control may be more certain."²¹

Both of these freedoms, however, lay in the future; on that September day in 1968 the problem was only to give satisfactory answers to immediate demands without compromising the authority of the University. Of these issues the only really sticky area was demand 11, which asked for student representation on the Board of Trustees and the President's Advisory Council. The latter stipulation was not a difficulty, and for this reason Dr. Knowles focused on it, stating that "the matter will be referred to the newly formed President's Advisory Committee, which will consider the whole question of student communication with the principal standing committees of the University and the Board of Trustees."²²

Exactly how new the President's Advisory Council was is indicated by the fact that appointments to membership were not even made until early October, fully ten days after the response. At that time the Council was organized with thirty-eight members, divided almost equally among students, faculty, and administrators. The Council held its first meeting on October 17, 1968, when it was enjoined by Dr. Knowles to "study and make recommendations on what actions Northeastern University should take to better serve its students and prevent alienation of its component parts."²³

Appointment to the Board of Trustees, however, was a thornier problem. To a large extent Dr. Knowles had been able to sidestep the issue of membership and voting rights in certain areas where he felt faculty or administrators should have final authority, by referring to existing advisory committees. No such relevant committees, however, existed for the Board of Trustees, and although membership on the President's Advisory Council served as a momentary distraction, Dr. Knowles clearly perceived that agitation for a voice on the Board could only escalate. Thus, on October 28, 1968, at a regular meeting of the Board of Trustees, he suggested two committees be formed: one to concern itself with student affairs and the other with academic affairs. Significantly, his proposal took into account not only articulated student demand for representation but anticipated faculty demand for the same privilege.

In brief his argument was that in light of the fact that "additional committees of the board now exist in many other institutions" and in light of student unrest and that "faculty membership in governing boards is not an unexpected demand," the Board would do well to amend its bylaws to include among its committees of the Board a Committee on Academic Affairs and a Committee on Student Affairs. These Committees would be described: "The Committee on Academic Affairs shall have the responsibility of recommending policies to the Board of Trustees pertaining to academic programs and personnel. In order to accomplish this purpose,

the Committee on Academic Affairs may consult with members of the faculty, the Vice President for Academic Affairs, the Vice President for University Administration, deans, and other academic officers. The Committee on Student Affairs shall have the responsibility of recommending policies to the Board of Trustees pertaining to student life and welfare at the University. When appropriate, this Committee may consult with students, the Vice President for Student Affairs, deans of students, and other administrative officers and faculty."²⁴

The presence of such committees, Dr. Knowles felt, would open channels of communication without substantially altering the Board's actual composition. In fact, he went on at the meeting to reaffirm the current composition of the Board and its jurisdiction: "The tradition of the boards of institutions of higher learning has been to restrict the membership to lay people and . . . to delegate the management of academic affairs to the faculty. The board itself deals with the finances of the Institution and with its material resources."²⁵ Implicit in this discourse was Dr. Knowles's belief that, while the traditional state of affairs should prevail, it would be neither realistic or prudent simply to continue business as usual even though the "creation of two new subcommittees could result in more work for the Trustees." Responding to this proposal, the Trustees voted to recommend the formation of a Student Affairs Committee and an Academic Affairs Committee. Both were subsequently approved at the November 26, 1968, Corporation meeting and henceforth appeared in Article VIII, Sections 9 and 10, of the University's Bylaws.

Although the time of student protest in the interest of their own rights was by no means over, the fall of 1968 had proved a watershed. In the course of the following few years, almost all of the specific student demands would be met. The pass-fail option was accepted by the Faculty Senate in the fall of 1969. Individual arrangements for special food requirements, which had already existed, were now expanded with vegetarian and natural foods becoming available. Voluntary dormitory residence for freshmen and upper-class women, as mentioned above, was begun by 1970 and fully in place by 1974. Birth control information became available in 1973. And plans were drawn up for a library and \$1,000,000 raised to that end only to have the construction ultimately founder on the reef of inflation (see Chapter XX). The issue of the Student Court became a cause with the Faculty Senate, which served as a catalyst for its establishment. By August 1969 the general concept had been accepted, and by 1971 the student who was charged with a violation could choose a hearing either

before a fully student-staffed court or before a University court, which had representatives from all three constituencies—students, faculty, administration.

But while the University in its traditionally pragmatic and practical way proved flexible in accommodating to specific requests, it did not yield on the principle of preserving traditional governing structures, in the belief that certain functions were unique to certain constituencies. The creation of committees with recommending power, culminating in the Student Affairs and Academic Affairs Committees of the Board of Trustees, allowed for clear channels of communication at all levels, but ultimate authority, ultimate jurisdictional control as exercised through voting power remained exactly as it had been.

Student administration relations would never, of course, be quite the same again. The next generation of students would have a far greater say in the direction of their own lives; the next generation of administrators would have many more voices to contend with in the formulation of policy, but at least for the 1970s, the University had preserved its traditional order. Where many of its sister institutions had yielded, Northeastern had stood firm. Thus, while on the surface the changes might appear radical, below the surface Northeastern had remained very much Northeastern.

4

As the war and protest against it escalated, tempers grew shorter, frustrations increased, and college campuses that were the center of war protest rapidly became the center for other protest movements as well. As Loren King had remarked, "The war made us look at ourselves and our country in ways we never had before."²⁶ The push for student rights in general was one manifestation of this new consciousness; the push for black student rights in particular was to be another.

Traditionally, the South had been the villain in the fight for civil rights. However, as government policies in Vietnam became more suspect, as riots moved North erupting in Watts in 1965 and in Detroit in 1967, as Boston mayoralty candidate Mrs. Hicks began to openly expound anti-busing sentiments, it became apparent that villains could not be localized. Not surprisingly, then, the student who had marched in Birmingham, Washington, and Selma to denounce racist policies now began to perceive these villains closer to home, and accordingly, protest erupted at these homes—the ivy-covered walls of northern institutions.

In September 1967, the first signs of the Black Power movement began to surface on the Northeastern campus with the formation of the Afro-American Society, which was explicitly organized in the interests of black power. Four months later in January 1968, protest became overt when a series of eight grievances were leveled by the Society against the administration.

The precipitating incident was an argument between the undergraduate proctor at the St. Stephens Street men's residence and members of the Afro-American Society, particularly Delano Farrar ('69LA), co-chairman of the group. The issues at stake appeared to be a Black Power sign pasted on a door, which the proctor found "distasteful," and noise disturbances at 3:30 A.M. for which Mr. Farrar was held responsible. At a subsequent meeting on Wednesday, January 4, 1968, between Dean of Men Edward W. Robinson, Delano Ferrar, and nearly twenty-five members of the Afro-American Society, as well as society members from other institutions and representatives of CORE, SNCC, NAACP, and the Black United Front of Roxbury, charges were made against the Financial Department, which Mr. Farrar accused of "pocketing Ford Foundation Funds," of discriminatory hiring practices, and of racist attitudes. Other charges encompassed denial of free speech, manifest in the sign incident, and insults to the black community, manifest in warning freshmen not to go into Roxbury, and in University ownership of Carter Park (the University did not own Carter Park)—"the only park left to the black people in the area." Discriminatory hiring practices were also charged against the Cooperative Education Department, which had no black advisers, and against the bookstore and the cafeteria, which, according to Mr. Farrar, had no black employees until "after the rebellion in Roxbury."²⁷

Although the meeting was rich in the language of the period, with Mr. Farrar threatening that "Northeastern better come around or, if not, the school should be burned down," significantly, or at least as reported in the *Northeastern News*, it "ended on an optimistic note when Dean Robinson and John Young, head of the chapter of CORE, suggested a further meeting between students and administrators."²⁸ Whether this second encounter actually took place or not cannot be easily ascertained, a fact which in itself suggests that in spite of angers and frustrations, and in spite of the inflammatory charges, Northeastern was not a potential tinderbox. Standing it in good stead was its record. Dr. Knowles's participation in Action for Boston Community Development, the Ford Foundation Negro Scholarship Program, the remedial reading program for black children in the Boston schools, the work of the University in helping small southern colleges institute a Cooperative Plan of Education, as well as the

Carter Park error, may have all helped call into question the overall validity of Mr. Farrar's charges. Supporting this conclusion is the character of the next confrontation.

In April 1968 Martin Luther King was assassinated. The event, which shocked the country, reverberated along Huntington Avenue, and almost immediately, in response to events in the larger world, the University Committee Against Racism was formed. Such an action, however, was hardly enough to allay the anxieties of black students, and on May 3, 1968, a group of five of these students presented Dr. Knowles with a list of thirteen demands that had previously been ratified by two hundred black undergraduates, roughly two-thirds of the black student population. The tone of the confrontation, however, was neither angry nor belligerent.²⁹

The demands, which unlike Mr. Farrar's did not charge racism, basically called for increases in the numbers of black students, increases in financial aid, increases in the number and scope of courses and cultural activities involving the black community and the black race, and for the establishment of a committee of faculty, administration, and black students to ensure satisfactory compliance. The demands, according to the delegation itself, were received with favorable response, and three days later Dr. Knowles made that response formal: "The University is in sympathy with the objective implicit in your memorandum, namely, that of insuring full and fair treatment for members of the black student community at Northeastern so that their status shall be the same as that of white students."³⁰

He went on to say that in response to demands 1 and 7 for more financial aid and more black students, the University would provide fifty new tuition scholarships to black students and strive to attain a goal of 10 percent black students in the freshman class by 1971. In response to demands 2, 3, 8, 9, and 10, which involved the addition of black courses, he listed new programs already scheduled to begin in the summer quarters of 1968, promised to give consideration to the development of others, particularly a course for black businessmen, and stated that as of 1968-69 University College would initiate a college preparatory program for black students who were inadequately prepared for the University. He further assured the students that there would be a review of the summer, fall, and College of Education orientation programs (demands 4, 5, and 6), which they had requested.

In deference to demand 11, which asked for more black coordinators, guidance counselors, and cooperative jobs, Dr. Knowles declared the willingness of the Department of Cooperative Education to do its best in this direction, and went on to say that Northeastern was endeavoring to appoint

more black faculty and administrators "so that the black community will be fairly represented throughout the campus." Finally, he expressed interest in a proposed Black History Week (demand 12), and, agreeing that a committee on Black Community Concerns (demand 13) would "serve a useful purpose at Northeastern," he invited six persons to form such a committee. These included Norman Rosenblatt, Associate Dean of Faculty, James R. Bryant, Director of Adult Counseling in Continuing Education, Juanita O. Long, Acting Dean of the College of Nursing, Edward W. Robinson, Dean of Men, George A. Strait, Sr., Associate Professor of Law and Law Librarian, and Duane L. Grimes, Assistant Professor of Political Science.³¹

In light of this congenial response, the students promised to withhold further action until definite moves were made on the part of the University. On May 10, 1968, Dr. Knowles sent a memorandum to the deans, department heads, and faculty noting that "several of the demands have been met by my previous announcement," that "in my judgment, the additional demands were reasonable and, in fact, some will contribute to the improvement of our curricula in the light of these times in which we live," and that "faculty members asked to cooperate in the implementation of these demands have been most responsive and are delighted to do so."³²

That these statements were not simply idle rhetoric designed to buy time is evident in the record of what happened next. A Committee on Urban Affairs, which had already been established in the winter of 1968, was now expanded into an Office of Urban Education under the direction of Ray C. Dethy, Associate Dean of Education, and was charged with coordinating black programs and awarding scholarships. Fifty new scholarships, supported by the University, were added to the twenty-five originally funded by the Ford Foundation. At the same time, one hundred special Martin Luther King, Jr. scholarships for part-time graduate and undergraduate study were also initiated. In addition, ten other Martin Luther King, Jr. graduate fellowships were provided to cover all tuition expenses for two years of full-time study. In toto, black scholarship aid rose from approximately \$175,000, which had been allocated in 1967-68, to \$300,000 for 1968-69.³³

To aid in the administration of these programs, a new staff member, Kenneth C. Williams, a native of Roxbury and a man who had earned his master's degree from Northeastern in the Graduate School of Education, was appointed in June 1968, one month after the protest, to serve as Assistant Director of Admissions and Counselor for Black Students, and in November he became Assistant to the President for Black Community Affairs. In this position he worked closely with Mr. Dethy and with Robert

Caswell, Director of Financial Aid, and the Black Student Concerns Committee.

At the same time, partially with Mr. Williams's help, recruitment was stepped up, and in the fall of 1968 two hundred black students were admitted. By 1971, in fact, the black student population had risen from the 2.7 percent, which existed in 1966, to 10.6 percent.³⁴ In the meantime, in response to the request for more black advisers, Roland E. Latham, who had received his Certificate of Advanced Graduate Study (CAGS) at Boston University in rehabilitation counseling and who had served in the Massachusetts Department of Public Welfare, was appointed an Assistant Dean of Students in the Office of Student Affairs in 1969.

To aid in recruitment, tutorial and reading programs were also augmented. These, including an Upward Bound Project, opened in the summer of 1968 to provide tutoring and counseling for eleventh and twelfth graders who showed promise for college. Financed by the Office of Economic Opportunity, it served members of disadvantaged communities, particularly in Roxbury and North Dorchester. To aid in adjustment of accepted students, a black orientation week and mandatory orientation for Education majors were also allowed. To the extent that these programs largely involved simple expansion and reevaluation of existing structures, they presented no particular problem.

Other demands, which focused on the introduction of totally new courses, might have shaken a less flexible institution, but Northeastern had a long tradition of offering what was requested as long as such offerings could command a sufficiently large constituency to justify their expense and as long as they passed the academic standards of the Faculty Senate. After all, an institution that had been willing to teach part-time law courses, Steam Fitting, and Knots and Splices, was not likely to be put off by such solid fare as African languages and Afro-American literature. Thus by 1969-70 Northeastern was offering Swahili in University College, although like Steam Fitting in 1916 it did not last long for lack of sufficient enrollment. Other relevant evening courses that did endure were Urban Geography, Urban Society, Community Analysis, Government and Politics of Africa, American Urban History, and Urban Economics. In the day colleges, black courses came to include Black Music, African Art, Afro-American History, African History, Race and Cultural Relations, and Afro-American Literature. But perhaps the most innovative of these offerings was a course designed to sensitize persons to racism, taught entirely by students and on a level that made it eligible for credit (see Chapter VIII, "Liberal Arts").

No more difficult to accommodate was the demand for a Black Culture Week. In 1964 Northeastern had hosted a National Aeronautics and Space

Agency Week in response to community interest. In 1966 it had hosted a Music Week, and in 1968 it was more than willing to host a Black Culture Week, which was initiated on May 17, 1968, with the Reverend Ralph Abernathy as the major guest. Thus the 1968 crisis passed. That the University was able to respond as quickly and as concretely as it did, but within the framework of its own traditions, effectively defused any incipient confrontations. It would be misleading, however, to suggest that there were no problems.

The issue of black studies, which initially appeared most open to simple solution, surfaced again in February 1969, at which time black students submitted a proposal for the establishment of an Afro-American Institute and a Black Studies Department to offer a degree. Ironically, the Board of Trustees—traditionally associated with conservatism and antipathy to new ideas—was quite willing to authorize the Institute, although it was wary that such an organization might violate new government regulations against segregated facilities. Nevertheless, the Board did grant permission for the use of the Forsyth Annex for just such an institution, and Charles Turner, Co-chairman of the United Front of Boston, a coalition of black community groups, was appointed its Director.

On the other hand, the Faculty Senate, which is responsible for approving curricula leading to degrees, requirements for those degrees, and academic and personnel policies, and which is so often associated in popular mythology with the support of any liberal notion, was not at all happy with the notion proposed by the black students of a twenty-one-member steering committee that would manage the institute and plan the curricula. Reasoning, quite justifiably, that degree-granting programs, no matter how well intentioned, must measure up to accepted academic standards and that only professionals could judge these standards, they proposed an eleven-man committee consisting primarily of faculty to design the program. The black students in their turn rejected this proposal, and a compromise alternative, a noncredit Black Studies program with the Institute's own twenty-one-member committee planning the courses and operating the Institute, was arrived at, with the idea that at a later date the programs might become degree granting.

And this did, in fact, take place in 1973, when a totally new interdisciplinary Department of Afro-American Studies, absorbing many of these nondegree courses, was set up in the College of Liberal Arts. Thus, although Northeastern was somewhat slower than other institutions in authorizing such a department, its courses when finally established had the advantage

of having already been tested, and consequently fad offerings were avoided.

The Afro-American Institute (later changed to the African-American Institute) was thus established in 1969, and although initially it suffered from growing pains, by 1971–72 it had begun to find its feet. At this time it moved out of the Forsyth Annex, which proved too crowded, and into its own headquarters, a building on Leon Street. Dean Gregory T. Ricks took over as Director, and in the next few years the organization expanded to include three general areas of endeavor: an academic support component, which encompassed special tutoring and supplementary programs and resulted in the founding of Project Ujima in 1974 (see Chapter XVI); an extracurricular component, which was organized as the Amilcar Cabral Student Center and supported black student activities (see Chapter XV); and an African American Studies Department with Ramona H. Edelin as Chairperson, which had the dual purpose of providing students with enhanced appreciation of their culture and the intellectual foundations of rewarding careers. The career aspect of the program was unique; in fact, it appears to be the only program of its type in the country and aptly reflects Northeastern's career orientation.

In the meantime, in 1971 a second major confrontation occurred, which was somewhat less pacific than that of 1968 and somewhat more difficult of resolution. Significantly, the issue of this second confrontation was money, not programs. By 1970–71 the nation as a whole was experiencing a recession, and inevitably it is those who are economically weakest who suffer first and most acutely under such circumstances. Thus on Tuesday and Wednesday, May 18 and 19, 1971, almost two hundred black students attempted to enter Dr. Knowles's office to request greater financial aid. The tone was now considerably more acerbic than earlier. One student is reported to have shouted, "We didn't come here to ask you what you are going to do. We came here to let you know you've got to do something." And a later editorial in the *Northeastern News* boldly declared: "Black students don't care how or where Knowles gets the money. We won't be fooled by trickery. We're serious, dead serious. We're here at Northeastern to survive any way we can."³⁵

The administration, in the person of Dr. Knowles and Dean Norman Rosenblatt, who had consistently served on the Committee on Urban Affairs and as an adviser to the black students, was far too well versed in political matters, however, to have planned "tricks." After listening to the demands presented by a delegation of two, winnowed from the two

hundred, they advised that the delegation select five of their own to meet with the Trustees' Committee on Student Affairs. Basically, what the students wanted was guaranteed financial support for five years. Explicitly the demands were as follows:

Financial Aid Guidelines for Black Students at Northeastern

1. That all Black students attending Northeastern University be placed on Martin Luther King Scholarships. Effective September 1971. That this cover the entire time a Black student attends Northeastern.

After the needs have been computed that the University guarantee a minimum of 80% of the need be met by Grants. The remainder be covered by loans.

The QPA requirement for scholarship will follow normal progression (i.e. 1.4) for graduate requirements as stated by each college. (extended freshman year)

2. That the University keep a minimum of 10% of the freshman class Black for the next two years and that they be included in the MLK Scholarship as stated in #1. (At the end of the two years this figure (10%) will be re-evaluated by the Black student body).
3. That a minimum of 10% of the transfer students be Black, and they be included in the MLK Scholarship guidelines as stated in #1, effective September 1972.
4. That a minimum of 10% of the graduate students be Black, and that they also receive MLK Scholarships as stated in #1, effective September 1972.³⁶

The meeting between the students and Committee subsequently took place on the morning of May 21, 1971, with Robert H. Willis acting as Chairperson. The frank exchange of points of view served to defuse a potentially volatile situation. Mr. Willis pointed out that the precipitating cause of friction actually lay beyond the purview of the University, for the government had substantially reduced its aid program, thereby reneging on its promise that no American student would go without education because of money, and that the Board of Trustees did not have unlimited funds to make up that difference. The students, accepting this, agreed to set priorities, and subsequently they decided it was more important to provide aid to upperclassmen than to demand a 10 percent enrollment quota for the freshmen.

With this groundwork covered, the Board met in full special session at noon to hammer out a response. Although there were those who, incensed at the tone of the demands, would have liked to respond in kind, and although there were others who felt that white students might protest

that the aid to blacks was too liberal, it was generally agreed that "to the extent that financial aid is based on need, the fact is that the group most in need is the black students." Thus a response was formulated which began:

The University wishes to make very clear its continued commitment to the black tuition. . . . While it is hoped that most students beyond the freshman year will be able to count on substantial assistance from cooperative work earnings, it is recognized that many will have substantial need. The University will meet the cost of all presently enrolled black students who have demonstrated need. Other educationally related costs will be met to the extent that the University's finances are able and government assistance permits. The University depends heavily on Educational Opportunity grants, National Defense Loans and work-study programs to meet these obligations. The 2.5 requirement is waived.³⁷

The guidelines went on to express the intention to add 150 more Martin Luther King, Jr. scholarships and to put a cap on the amount of loans students could assume. On the question of quotas, however, the Institution stood adamant: "Admission of transfer students is based on the kind and quality of their previous college work as well as the number of openings available as determined by each college. To establish a 10 percent minimum of black students and also meet the qualifications is unworkable and unrealistic," and, "Our present program of ten Martin Luther King Scholarships for black students . . . cannot be changed to a quota system. The importance of special qualifications, which each applicant to the graduate program must meet, precludes the establishment of a minimum of 10 percent black."³⁸

In general the response was favorably received, and even the *Northeastern News* of the following week conceded that the Board of Trustees and President Knowles "deserved praise for taking steps that would have scared some college administrators." While this was perfectly true, it was also true that the University had stayed within the guidelines of its own traditions—providing help when need was demonstrated and meeting educational costs *to the extent that its finances permitted*. It is also significant that at the same May 21, 1971, meeting it was generally agreed that out-of-state recruiting would have to be curtailed as this could substantially increase costs beyond what was financially possible. Thus Dr. Speare's statement of long ago might well have served as a gloss on the University's response to the black student protest of 1971: "Northeastern will never be orthodox. . . . On the other hand, it will not be radical,

reactionary or unsafe. It will make no claims which it cannot substantiate, it will hold out no false inducements to faculty or students, but will seek to give every boy and man an opportunity to appreciate and obtain the best things in life."³⁹

5

While the demands for student rights, as discussed in the two previous sections, were to most affect the shape of the University, without a doubt the issues that most strongly stirred the passions, that erupted first into protest, that ended last, and that created the context out of which the aforementioned demands sprung were those touching on American involvement in Southeast Asia.

How and why university students became so heavily embroiled in protesting Vietnam continues to perplex sociologists. Undoubtedly, however, some part of the answer lies in the time. This was a generation brought up not only on "Howdy Doody" and "Father Knows Best," but also on how Daddy had fought a moral war against those who would gas innocent citizens and rape and pillage the towns of Europe. It did not take too many images of Americans napalming villagers for analogies to be perceived.

From this point of view the universities' connection was no more obscure. For the first time in history the federal government was heavily involved in higher education, not only in research and support given science and technology, but in sending students to college through the National Defense Student Loans Program. The same actions, then, which had given the universities and their faculties status in the early 1960s, were now bitterly perceived as Faustian contracts, justifying even the most radical response.

How great a role this particular motivation played in Northeastern's disruption is, of course, difficult to judge. However, it is perhaps significant that throughout the period the night programs, which were largely peopled by adults long past the age of disillusionment, remained relatively pacific. Nevertheless, and for whatever reasons, Northeastern had its share of war-oriented protest.

The first specific incident of any dimension occurred on campus in February 1967, almost one year after the introduction of *Horn*, but only one month after the first bombing of Hanoi. At this time members of Students for a Democratic Society (SDS) staged a sit-in during Dow Chemical recruiting. At the request of the administration, however, they agreed to confine their activities to an adjacent hallway rather than the room

devoted to recruiting. During the same winter of 1967 the *Northeastern News* printed an editorial calling into question the role of ROTC on campus, and the Student Council requested a study of its place in the Institution. Simultaneously, a pro-ROTC petition with 1,500 signatures was presented to Dr. Knowles. In April a quadrangle rally for peace was confronted by an equal number of hecklers opposing the rally, but again all dispersed on request.

During that same April, the College of Liberal Arts on the recommendation of its Faculty Committee did resolve by a vote of 44 to 23 to allot no further credit for advanced courses in ROTC, a move that would not go into effect until 1969. However, as Dean Lake was quick to point out, "This was not an attempt by the faculty to weaken ROTC or divorce it from the campus. . . . The discussion was based only on academic content. The instructors felt it would be better to take other courses in lieu of ROTC."⁴⁰ In May the SDS staged another sit-in now against Navy recruiters. But although the campus police were evident at all the picketing and at the rallies, the response was generally low key and stands in sharp contrast to activities at other institutions and to events at Northeastern later in the period. Thus, despite the incidents, the academic year 1966–67 ended on a note of relative calm.

By September 1967, however, tensions had heightened. Over the summer General Westmoreland had decided that more men were necessary in Vietnam, and the fighting at the DMZ had increased dramatically. At home Detroit was wracked by riots. And in September, Defense Secretary McNamara announced that the bombing of North Vietnam was successful—an announcement not calculated to open the semester on a peaceful note. In October an anti-ROTC rally was staged in Northeastern's quadrangle, and this time the administration responded by tightening the rules against demonstrations. That same month the Lincoln Memorial and the Pentagon anti-war protests took place in Washington with a small but significant contingent going from the University. The time was coming to take a stand.

For Northeasterners the problems were in some ways unique. While the editors of *Horn* might hotly protest that the role of the University is "to question all segments of society," from its inception Northeastern had been openly dedicated to the service of that society. Its professional schools, its cooperative programs, its commitment to the education of adults and students who might not have access to traditional institutions, had all been firmly based on the very American assumption that education and hard work in the service of that society were the doors to social mobility. A glance at the alumni members of Northeastern's Corporation

and Board of Trustees, whose participation Dr. Knowles had encouraged, attested to the validity of this principle. Their membership clearly showed that community status and substance were no longer a hereditary right reserved to Boston Brahmins graduated from Harvard, but could be the right of many who had simply worked hard, and this principle was as much a part of the University in 1968 as it had been in 1898.

To some extent an understanding of this historical fact explains the polarities and frictions that began to develop during this period at Northeastern. To a large degree older members of the faculty, administrators and professional faculty whose training and/or disciplines were directed toward serving society's needs, found themselves by the alchemy of the time ranged on one side, whereas younger faculty, particularly those trained in liberal arts and certain aspects of education—disciplines whose function it is to question society—found themselves ranged on the other side and at loggerheads with their colleagues, not necessarily over the war but over what constituted a responsible reaction.

In general, divisions among the students fell along the same lines. A survey of the 1967–68 student body enrollment reveals that 64 percent were in what might be considered professional programs—engineering, business, the health professions—designed directly to serve society rather than question it. Perhaps coincidentally, a poll conducted by the student body for that same year showed that 52.2 percent favored either escalation of the war effort or continuation of present efforts; 37 percent favored a temporary bombing halt followed by negotiations. Only 10 percent favored immediate and total withdrawal from Vietnam. Another poll, conducted at the same time, further showed that 89 percent of the responding student body favored open recruitment, including recruitment by industries involved in war production.⁴¹

Relating these statistics is not meant to prove an easy correlation between professional and political attitudes—there were obviously many businessmen who opposed the war and many philosophers who did not, but it is meant to suggest that the two areas cannot be totally divorced. Further, it is meant to explain some of the divisions that arose at Northeastern. Thus while many administrators, faculty, and students who were part of an older tradition or part of a professional tradition would rage that outsiders were stirring up the campus, protesters who felt that morality must transcend traditional or professional considerations and must certainly transcend percentages, would rage that their counterparts were being deliberately and willfully blind.

In such a context it is not surprising that at Northeastern, when war issues touched on ROTC and recruiting, feelings ran deep. Nevertheless,

at least initially, protest seemed to generate within Northeastern's own student body and be relatively pacific. In the fall of 1967, for example, fifty-seven members of the SDS confronted ten members of the administration and faculty representatives concerning a proposed demonstration, again to block Dow Chemical recruitment. The meeting was orderly. Dr. White presented the administration's point of view: "The present policy of the University is to allow recruiting because the University feels that the majority of students want it that way." Dean MacDonald backed him up although somewhat more acerbically: "Students sign up in advance for any interviews. . . . If enough interest is shown, the company is invited to come to campus to be interviewed. Some fifty students signed up for Dow interviews. If people want to interview with Dow Chemical, it is up to them to make the moral decisions for themselves. What SDS wants is for the University to make the moral judgments for these students."⁴²

The SDS agreed that it would follow existing demonstration regulations rather than stage a sit-in to block recruitment but further requested that the issue be put before the Senate. This was subsequently done with the Senate recommending a Universitywide referendum. Shortly afterward, Vice President Ryder declared that "in light of discussions now proceeding among faculty and student groups concerning this issue, the University has placed a moratorium on campus recruitment by Dow. . . . Considering the obvious sincerity of most protesters and the depth of emotion this issues involves . . . we are willing to make this adjustment."⁴³

The administration's flexibility was appreciated. Joe Eck ('69IA), spokesperson for the SDS, declared that "the moratorium handled the situation very well in a practical political sense. The [administrators] deferred recruitment until the issue could be properly discussed by the University community." But although Vice President Ryder could justly observe: "Northeastern University looks good compared to other schools because there has been a willingness to discuss issues that has not been present on other campuses," tension was growing.⁴⁴

In January 1968, the same month that the favorable response to open recruitment appeared, Dr. Knowles presented his argument for ROTC. Basically it rested on four points:

Under present conditions it seems essential that the United States maintain a large and efficient military establishment.

Three-quarters of the total number of commissioned (officers) are the product of ROTC programs conducted in some 250 civilian colleges throughout the United States. This requirement suits admirably the requirements of a democratic society not desiring to establish a

dominant military class and conforms to the fundamental principle of having citizen soldiers controlled by the citizenry.

Officers assigned by the military to administer the ROTC program at Northeastern (with the prior approval of the President of the University) have been carefully selected . . . have worked hard and effectively for excellence in the Department.

ROTC provides opportunities of interest to students from different backgrounds and with widely varying academic interest, but no student at Northeastern University is required to enroll . . . and it has many specific advantages for students who are enrolled. They receive regular compensation of \$50 a month while they are training. An extensive scholarship program providing both two- and four-year scholarships has recently been established.⁴⁵

The argument was such as could be applied to any professional course at the Institution. The country needed the profession, and University training allowed access to this profession. The program maintained a standard of excellence within its professional commitment, and it was financially viable.

To do away with ROTC because a minority equated it with continuation of policies in Southeast Asia seemed to Dr. Knowles to threaten the very purpose of the Institution—to be no more meaningful than it would have been to do away with science research because it spawned the atomic bomb. As Dr. Knowles would later state explicitly: “The logic used by SDS to justify removal of ROTC could just as readily support demands for the abolition of our colleges of Engineering and Business Administration since these colleges train scientists, engineers, and managers for the existing ‘Capitalistic Establishment.’”⁴⁶ Despite this statement, forty-four faculty members did sign a petition opposing the program, and members of the Faculty Senate did move to strip it of academic credit. Dr. Knowles, however, rejected their move on the grounds that the program was not within their purview.

As January faded into February, tempers were growing thinner, polarities increasing, and demonstrations escalating. The TET offensive of that month did nothing to make matters easier. Nevertheless, the University did remain an open forum. The Distinguished Speakers Series, introduced in September 1967, hosted Harrison E. Salisbury, noted journalist and outspoken opponent of Vietnam, as its first speaker. In February, Dr. Spock, William Sloan Coffin, and Mitchell Goodman appeared at Alumni Auditorium on the very eve of their trial for antiwar activities. In both February and March, all-night teach-ins were carried on to educate students to the implications of Vietnam. Then in April, with the assassination

of Martin Luther King, Jr., the focus suddenly shifted from the war to black protest. For the University, perched on the very edge of Boston's black community, it was a potentially explosive situation, but here Northeastern's same commitment to the community, and business, and industry that served to exacerbate its problems in relation to the war served it well to create a record of good feeling, and again the year ended quietly.

In September 1968, *U.S. News and World Report* commented on a study by the Lemberg Center for the Study of Violence and warned that "educators are alerted that the coming year will bring more outbursts of violence."⁴⁷ Nevertheless, despite the student demands, the fall was relatively quiet, not only on Huntington Avenue but across the country. Then in December, San Francisco State was wracked with disturbances. In January 1969, Brandeis blacks took over Ford Hall, and in February, Berkeley erupted in a new wave of student demonstrations. Behind the scenes Northeastern prepared for more trouble. On April 10, 1969, the Faculty Senate met to review its guidelines for a reaction to a sit-in or demonstration, and on April 28, 1969, the Agenda Committee presented Dr. Knowles with a plan for a special ad hoc committee, which was designed as a consulting body to represent faculty opinion on disruptive demonstrations, and which would meet with the President to report their views prior to any meeting of the full faculty. The Executive Council accepted the ad hoc committee but with the warning that events might move too swiftly for such consultation. On May 6, the Student Council also moved that the administration should consult with its Executive Board before reacting against demonstrations. Again, the administration accepted this recommendation but with the same warning.

Even as the faculty and student council were meeting, however, an anti-ROTC week was shaping up outside in the quad. It turned ugly when undergraduates clashed with SDS pickets, and the campus police had to intervene. Then on April 30, 1969, a group from the SDS invaded President Knowles's office with demands that ROTC be abolished immediately, accompanying this with the injunction that the President, who was not then in his office, or a member of his staff appear at the ballroom on May 12, to present a response and answer questions. One can well imagine the reaction of Dr. Knowles, who felt as strongly about retaining ROTC as his opponents felt for its abolition, and years later he was still to give generous credit to Dean Gilbert MacDonald and then Vice-President Kenneth G. Ryder, who advised him on the wisdom of keeping his temper.

Both the Executive Board of the Student Council and the subcommittee of the Faculty Senate Agenda Committee were duly consulted, and, at this point, discretion being judged the better part of valor, it was de-

terminated that Vice President Ryder, under whose jurisdiction ROTC came anyhow, would meet with the students to deliver Dr. Knowles's response. This he did on the evening of May 12, 1969. The response to the demands was direct and candid: "I cannot accept your recent demand that ROTC be abolished immediately. I believe that having the ROTC program available on a voluntary basis is a distinct advantage to our students. . . . Even if I were convinced that ROTC should be abolished, I would make no recommendation to the Trustees without first seeking the formal vote of the University Faculty and trying to get a formal expression of student opinion." The response went on to outline the advantages of ROTC as perceived by the administration and concluded: "In responding to the request for the abolition of ROTC, I am not seeking to protect an unchanging status quo. . . . I would hope that the principal efforts on the campus in future weeks will be directed toward a discussion of improving ROTC. . . . If some members of the SDS would still like to see a total abolition of ROTC, there will be ample opportunity for them to express their views."⁴⁸

The following day approximately forty members of the organization did exactly that, seizing the Interfaith Lounge of the Ell Center to register their views by protest. The group, however, had reckoned without a backlash. Almost immediately, twenty-five pro-ROTC students, mostly football players, emerged in the adjacent hall bellowing, "Let's get them out now," and were only dispersed by the intervention of Coach Zabilski.

In the meantime, almost two thousand students had gathered on the quad to protest the takeover and throw eggs at the windows of the Interfaith Lounge. The situation teetered on the edge of explosion, and this time no amount of counseling in the interest of discretion could appeal to the President. Although inwardly seething at the disruption but showing no outward sign of temper, Dr. Knowles stepped calmly to the front of the Ell Center, where, using a portable amplifier, he prevailed on his listeners to cool their tempers and conducted a dialogue with the mob until the demonstrators, flanked by faculty, could be led, fists raised, from the building. Another crisis had passed, and yet, despite its potential for ugliness, it was not without its moments of humor and of irony.

As it turned out, the end of the five-hour sit-in had been demanded not by the administration but by the demonstrators themselves, and for the simple reason that there were no bathroom facilities in the Lounge. It was an inconvenience not too often observed by demonstrators in other institutions, and that it was observed here makes some statement about the temper of radicals at Northeastern. Thus, at their request, the faculty escorted them to safety and to facilities. It was, as Dean MacDonald later

remarked dryly, "a case of negotiation by bladder." No humor, however, could really serve to lighten the burdens of the concerned.

During the summer while the Woodstock generation was affirming its solidarity at Max Yuger's farm in upper New York State, the SDS internal organization was splintering at a convention in Chicago. While outsiders might see this as weakening the radical movement, they would have done well to remember the 1962 SDS split that created the Weathermen. The effect here seems to have been somewhat similar, with the extremist left wing hardening into militant aggressiveness. Nationally the group was called the Revolutionary Youth Movement. At Northeastern the splinter party embraced the title, Camilo Cienfuegos, and a great deal of disruptive protest that academic year seems to have generated from this source. No sooner, in fact, had the fall semester, 1969-70, begun than a handful of English High students ran amuck at Northeastern in retaliation for what they claimed Northeasterners had done at their school earlier—an incident for which the Cienfuegos claimed responsibility. October and November saw a veritable rain of broadsides distributed by the Cienfuegos, now touching not only the war but alleged discriminatory labor practices at Northeastern.

In the meantime Vietnam had become a year longer than any previous war in American history. Students, with no previous political interest and who held no brief with violence, found themselves growing increasingly desperate in their frustration and moving toward a radicalism they might previously have scorned. At Northeastern the Student Council, which was traditionally moderate, had moved on July 22, 1969, to support a nationwide strike on October 15, "to show its displeasure with the Vietnam war." The vote was 17 to 8, and in the fall the Council moved, 25 to 9, to "request the administration to cancel all normal activities on October 15, to express its support of the goals of the moratorium."⁴⁹

On September 25, 1969, representatives from the Council appeared before the Faculty Senate seeking support and presenting a petition signed by 4,019 students. That same afternoon it was resolved that "The Faculty Senate, in order to express its support for the goals of the moratorium, namely an end to American participation in the Vietnam war, requests President Knowles to declare Northeastern closed on October 15, Vietnam Moratorium Day."⁵⁰

It was a resolve that could have put the University in an awkward legal position simply because there were still many students who did not share the political views expressed by the moratorium. The following week Vice President Ryder met with the Senate and asked that a sentence be added to the resolution to the effect that "the term of the basic colleges

be extended by one day in order to make up for missed classes." Although the amended motion passed by only a narrow margin, 20 to 18, it was sufficient to allow the motion and sufficient to allow the University the appearance of neutrality.⁵¹ On October 15, 1969, the moratorium took place. University classes were canceled in deference to those who wished to participate, and Northeasterners joined students from all over the area on the Boston Common to register their disapproval of the war. The campus itself remained calm.

In November another demonstration was staged in Washington with 300,000 persons participating, many of them students. Two bus loads alone went from Northeastern. On the campus, in the meantime, bomb threats, demonstrations, and counterdemonstrations had gone on throughout the fall with the regularity of summer lightning, but like summer lightning they appeared to do little real damage. In the background, unbeknownst to the students and largely unbeknownst to the faculty, plainclothesmen from the Boston police as well as campus police moved unobtrusively to keep an eye on agitators from other campuses, to search out the threatened bombs, to prevent as quietly as possible the disruption of normal activities. The lessons of the other universities had been learned well, and at night guards often slept in threatened offices. But the police profile remained deliberately low. "The University community may be demoralized and polarized when police power is used to protect property before alternative procedures have been exhausted," a Faculty Senate Ad Hoc Committee on Campus Disorder had warned on September 28, 1969, and heeding this wisdom the administration kept the police judiciously in the background. In the meantime, however, threats to life and property were increasing daily.⁵²

President Knowles was a particular target, so much so that one afternoon Michael Fumicello of Buildings and Grounds, who by now had a full-time assignment to guard the President, spotted a gun leveled at Dr. Knowles from a nearby car. He shoved the startled President roughly aside only to discover that the supposed assassin was a six-year old with a water gun awaiting his brother. Another time an exploding air conditioner sent the President's staff diving to the floor before a short circuit was discovered to be the offending source. But not all threats were idle.

At MIT, between January 13 and 14, 1970, the President's office was occupied for thirty-four hours and President Howard Johnson roughed up. At Harvard, Dr. Pusey's house had been threatened and was under constant guard. At Northeastern, the discovery of a cache of cherry bombs, gelignite, and wire in the Ell Student Center only too well attested to the fact that no institution was necessarily immune. In such an atmosphere

it is not surprising that in late January 1970 the administration moved to get an injunction against a group of students to offset a potential and severe disruption.

The line of development leading to the injunction began early in January and had two sources. The first was a labor dispute between General Electric (GE) and its employees. A group of students calling itself the Student Mobilization Committee sided vociferously with the employees and brought a proposal before the Student Council that would have forbidden GE recruitment on campus—a recruitment scheduled for January 27 or 28, 1970. The proposal was rejected, 12 to 8, with one abstention. Subsequently, a group of forty-plus students invaded Dr. Knowles's office demanding cancellation of GE's appearance.

In keeping with the policy of open recruitment, Dr. Knowles rejected their demand. He based his decision on the 1967–68 referendum, the January 18, 1968 Faculty Senate endorsement of open recruitment, the January 13, 1970 Student Council rejection of the Student Mobilization petition, and a January 14, 1970 petition to allow GE recruitment signed by seven hundred members of the senior class.

The second source of trouble during this same period was mounting protest against the scheduled appearance of S. I. Hayakawa, then President of San Francisco State College, who had been chosen by a student/faculty committee to participate as part of the Distinguished Speakers Series on January 29, 1970. Again, Dr. Knowles rejected the protest on the grounds that the Series members could select the speaker they wished.

Then, on January 15, a poster and statement entitled "The Northeastern Conspiracy—A Call to Action" began to circulate, and excerpts were published in the *Northeastern News*. In brief the statement read: "During the last week of January, General Electric recruiters will be coming on campus. Also S. I. Hayakawa, noted racist from San Francisco State, will be speaking at Northeastern. Neither of these events will be allowed to take place." Simultaneously, *The Old Mole*, an underground newspaper published in Cambridge, was announcing "The Northeastern Conspiracy led by Camilo Cien Fuegos (sic) SDS 'proudly' announced a week of action January 26–30." Still another broadside read: "Come to the SDS meeting at 320 Mugar, Thurs., 12 noon. All welcome. Support GE strikers. Throw GE recruiters off campus + + + we think students should deny GE the freedom to recruit . . ." A fourth incitement to action cited as grounds for the injunction was a pamphlet reading: "The College of Criminal Justice is about fighting too. . . . Despite its liberal daytime front, at night Criminal Justice trains pigs to keep black people enslaved. It should be destroyed. SMASH CRIMINAL JUSTICE OFF THE PIG." It was signed "Weathermen."⁵³

Convinced in light of this evidence that certain Northeastern students subsequently named in the injunction, "and a large number of other persons acting in concert with them intend to harass, obstruct, hinder, and interfere with students seeking or having interviews with representatives of General Electric Company on January 27 and 28," and convinced that these same persons "intended to take action against S. I. Hayakawa," the administration moved for a restraining order against individual members of the SDS at Northeastern, which was subsequently issued on January 21, 1970.⁵⁴

Although there seems to have been no question that the students named were activists and no protest rose on that question, both the Student Council and Faculty Senate responded negatively to the injunction. The Student Council complained that it had not been consulted, thus violating the agreement set on May 6, 1969. The Faculty Senate complained "that the temporary restraining order issued by the Court fails to reflect the sense of the Senate Resolution of January 20, 1970, which reaffirmed in essence that the 'rights of free speech and assemblage guaranteed to students by the regulations in the Student Handbook should not be abridged' " and that "no distinction be made between groups of 'demonstrators' and 'counterdemonstrators' in deciding whether or not to implement the measures . . . with respect to violence to persons."⁵⁵

Dr. Knowles responded that "the use of a court order to maintain public tranquility is a traditional device of the American system of government," but that if it were necessary to call in the police, "I will consult with representatives of the Faculty Senate Agenda Committee and the Student Council Executive Board."⁵⁶

This was Monday. On Tuesday, January 27, GE recruiters appeared on campus with no problems. In late afternoon, Dr. Knowles issued a memorandum stating that "scheduled interviews with General Electric representatives have been completed. The General Electric recruiters will therefore not be on campus Wednesday, January 28. . . . I congratulate the Northeastern students, faculty and staff who kept this a day of peaceful activities."⁵⁷ The first crisis was past. The University held its breath.

On January 29, President Knowles met S. I. Hayakawa at the airport. They had dinner, but Dr. Knowles did not return with him to campus for the evening lecture. It was the consensus of the President's staff that to do so would only incite protest from those angry about ROTC and that the best policy at this point was a low profile. To the extent that the lecture began and indeed ended with no more than customary disruption, to which the speaker genially responded with "Oh shut up," they were right and Hayakawa left the auditorium without problems.

What happened next is unclear and perhaps will never be clear. Reliable witnesses, however, report that while Hayakawa was talking inside, hecklers outside the auditorium began pelting police in the street with stones and epithets. The police called for reinforcements, and when the audience emerged from the auditorium, these reinforcements, who had not seen the original hecklers, surged forward in a retaliatory action against the wrong persons. Whatever the genesis of the fight, it occurred, and in the ensuing hubbub thirty students were arrested and an undisclosed number hurt, five of whom required hospital treatment although none were kept overnight. Thirteen police were injured, one of whom was hospitalized overnight with seventeen stitches. Faculty spent the night in jail securing bail; subsequently nineteen Northeastern students were charged with disorderly conduct and/or assault, and their cases continued until February.

The following day Dr. Knowles appeared on the quadrangle where he faced an angry mob threatening a boycott of classes and calling for his resignation. In the later years the two men who accompanied him, Professor Robert L. Cord of the Political Science Department, one of the men instrumental in obtaining bail for the students, and Michael Fumicello, the President's bodyguard, would recall the scene as blindly terrifying, a sea of angry faces, a storm of charges and countercharges. Nevertheless, the President showed no more concern than he had a year earlier facing a far more peaceable crowd. Once again, using a portable amplifier, he made his voice heard above the shouts. The University would provide legal counsel for those involved in the riot and medical care for the injured. A blue-ribbon probe would be conducted after he had met with officials of the student body and the faculty, and the University would ask Suffolk Superior Court to discontinue the injunction barring demonstrations by the SDS.

The last promise, while it baffled some of the listeners, was simply a matter of expedience. That the SDS would demonstrate was clear, and that the presence of police, or even the threat of police, on campus to enforce an injunction would encourage and serve as justification for protest was also clear. Hence the cause was neatly removed and the demonstration defused. Nor did the threatened boycott occur, and finally in February most of the charges against Northeastern students were dropped for lack of evidence. Although some students had been radicalized that night by what they saw as the overreaction of the police, and although unquestionably the innocent as well as the guilty had become victims, there seemed to be little appetite for continued violence at the University. Whether this was because of the professional orientation of the students,

as suggested above; or whether it was because of the cooperative education system whereby students alternated semesters on and off campus and therefore had little time to design strong radical organizations; or whether it was because most students worked and were thus less likely to see the outside world as a monolithic establishment justifying radical dislocation, is open to speculation. The fact is, however, classes went on, ROTC went on, and recruitment went on. In February the basketball team chalked up a 14-8 win and in March indoor track ran 8-2 and outdoor track 4-0. Earth Day, conducted on April 22, attracted a good turnout, but unfortunately violence was not over.

In early April, Harvard Square was "trashed" with 6,000 people in battle with 1,200 police. In mid-April the love-in that was Woodstock turned into the murder that was Altamont. Then in the last week of April, American troops invaded Cambodia. By May 4, four students were dead at Kent State at the hands of the National Guard, and campuses across the nation went out on strike.

At Northeastern, as at other universities, the response was first one of stunned shock, followed by a boycott of classes and angry explosions of frustration and dismay. Demonstrations that had been relatively contained all spring broke out with renewed vigor. On Tuesday, May 5, about three thousand students, faculty, and staff joined a march on the State House in support of a student strike, and that afternoon there was a rally in the quad. On Wednesday, a call from the FBI and the Boston police that a violent confrontation might occur at the Greenleaf building, which housed ROTC, caused the President to summon twenty-five off-duty Boston policemen to supplement the campus police in fending off an attack. The confrontation, however, did not occur; instead a relatively pacific "funeral" parade in which students shouldered a coffin symbolizing the dead of Vietnam and the hoped-for death of ROTC wound up Huntington Avenue illuminated by flickering tapers. Faculty members, including Robert Cord, Walter Jones from the department of Political Science, and Irene Nichols from the College of Education, acted as marshalls and helped prevent a police-student clash. The parade disbanded leaving only a vivid image of mourning but not of violence in the minds of the observers.

Later in that week another vivid image of the students' response to the war was created when a row of white wooden crosses were set out across the quadrangle, and for over twenty-four hours a drum dirge sounded across the campus. In the meantime, on Wednesday, May 6, a student referendum showed that 4,619 of the 6,176 students responding supported a continued student strike, and on Thursday, May 7, at the request of the Faculty Agenda Committee, Dr. Knowles called a full faculty

meeting. Here, by a vote of 377 to 229, the following motion was passed: "We, the Faculty of Northeastern University, resolve to discontinue all normal academic activities indefinitely . . . [and] faculty will be free to apply their expertise on campus and in the community."⁵⁸ It was also agreed at the same meeting that the University would remain open, that the day and evening faculty who so desired would continue to conduct their courses, and that students who so wished could attend classes on a voluntary basis. At the same time another meeting was scheduled for the following Monday to determine further action. (For the faculty role in all war-related actions see Chapter XVIII.)

Following the Thursday meeting, strike activities on campus were quickly organized. They included lectures, workshops, even a day-care center for children of students and faculty involved in the strike action. These were carefully, if quickly planned, and were designed to promote a wider awareness of the war issue. Off campus, however, the balmy spring air was giving rise to a series of parties that had little to do with the war and were destined for trouble. Although the parties began blandly enough, by late Sunday night, May 10, it is generally agreed that they had grown out of hand. Student marshalls were unable to keep control, and older residents of the area, appalled at the noise, summoned the police.

A little after midnight, the Boston Tactical Police Force arrived on Hemenway Street. In the light of later investigations, there appeared to be little question that the police overreacted, even to the point where Police Commissioner Edmund McNamara, reporting on the incident in July, had to admit: "That although the police were provoked, some of our police officers were overzealous in carrying out their duties on this occasion, that they did not maintain their professional self-control and that they did use unnecessary force in dispersing this mob."⁵⁹ Whatever the motivation, what occurred was an ugly scene of both police and students throwing rocks, police storming into apartments, students hurling burning mattresses, and the usual toll of innocent bystanders turned into victims. It was not a scene calculated to calm anyone's nerves. On campus the administration responded by cordoning off Hemenway Street, by asking the police to remain out, and by taking control of the area with a University-sponsored barbecue and concert. The effort served to defuse further explosions. Faculty and staff marshalled the streets. Dr. Knowles, much to some students' surprise, walked freely along the street, responding openly to students who came to jeer as well as laud him, and although the effort mended no heads or hearts, it served to keep the area quiet.

In the meantime, the University struggled to keep campus activities under control. On May 12, Vice President Ryder issued a memorandum

to all members of the University community on faculty resolutions that had been passed during a tumultuous week of Senate meetings. In general the memorandum said, "Effective at 8 A.M. on Wednesday, May 13, students who wish to continue their studies may reasonably expect to meet with their faculty according to the regular class schedule." The memorandum represented a compromise between those who wished to continue business as usual and those who felt that to do so would undermine the very point of education.⁶⁰

The compromise had been hammered out after sixteen hours of discussion by the general faculty, some of it quite bitter. Nevertheless, the intent as presented to the Board of Trustees by President Knowles was as follows:

1. To continue the regular educational programs;
2. To allow students wishing to do so to participate in the strike, and insofar as possible, allow those whose consciences so dictate to participate without penalty, in political activities rather than in the ongoing education program;
3. To permit those faculty whose consciences dictate their participation in political activities rather than in teaching or research to do so with the understanding that if they do not meet their classes or carry on their assigned research activities, they will take a leave of absence without pay but will continue to receive fringe benefits.⁶¹

Thus the semester limped to an end with only one small further incident. Unlike many of its sister institutions, Northeastern had determined to hold its usual graduation. Although a small group of students insisted that they be allowed to have their own speaker, a Mrs. Edith Stein, who would speak for the strike, it was the sense of the senior class representatives that Mrs. Stein would not speak for them—the Evening College had never backed the strike—and her presence was disallowed by President Knowles. Her appearance on the day of commencement was met by a hastily turned off microphone and her escort from the podium by one of the larger and thoroughly outraged Trustees. The interruption passed without undue notice, and 1969–70 was over.

Nineteen seventy had proved the watershed for student war protest, and 1970–71 passed with relative calm although agitation against ROTC continued. In the fall of 1971 an invitation extended earlier to John Mitchell, then Attorney General, to speak at the October 22nd dedication of the John A. Volpe College of Criminal Justice building, did elicit a storm of threats, and President Knowles and the Board of Trustees, meeting in secret session, "regretfully decided to postpone the event when a threat-

ened invasion of the campus by radicals from the Greater Boston area seemed to pose a serious threat to safety of students and guests." Although the wording of the cancellation incensed both radicals who protested "facist sell-out," and die-hard conservatives such as William Loeb of the *Union Leader*, who also insisted that the University was selling out and violating the principle of free speech, the University was in no mood to indulge in ideological warfare; hence the Trustees, with commendable appreciation for life and property, "unanimously agreed that possible danger to individuals was too great to proceed with the original planned ceremony." As a consequence, a small and peaceful dedication took place in April 1972.⁶²

One month later in May 1972 and exactly three years after the first takeover of the Interfaith Lounge, the last of the significant protests occurred. The issue was again ROTC. Following ten days of activities, which included an abortive strike on April 21, a brief sit-in at Vice President Ryder's office, and another brief sit-in at Admissions—both of which Dr. Ryder defused with commendable calm—a handful of students met with the Trustees' Committee on Student Affairs, and at their request an open meeting was held Tuesday, May 9, 1972, in Alumni Auditorium. The meeting was attended by approximately four hundred and fifty and proved stormy and unfruitful, characterized by hurled epithets and frequent interruptions. At its conclusion the Trustees' Committee met in executive session to review the recommendations they might make to the full Board. While they were in session, a group of students occupied the Student Accounts Section of the Bursar's Office.

This was no group to negotiate with "by bladder," and an emergency meeting of the Senate Agenda Committee and the Executive Board of the Student Council was hastily summoned. At 4 P.M. Vice President MacDonald and members of the Senate Agenda Committee visited the sit-in area to announce that any students or faculty remaining in the office after 4:30 P.M. would be charged with trespassing and subject to forceable removal. Following a discussion and mediation by members of the Faculty Senate, the group agreed to leave voluntarily.

That same evening a group attempted to take over Richards Hall. Moving in with food, aerosol paint cans, and crowbars, they succeeded in chaining several entrances before they were routed by the campus police. Three were arrested, including the national secretary of the SDS, not a Northeastern student, one undergraduate, and one instructor.

As the activities in Richards unfolded, still another group numbering somewhere between three and four hundred marched toward the University's Greenleaf building where the ROTC was housed. A combination

of faculty sitting in the doorway and campus police managed to disperse the crowd, which returned to Richards Hall and vented their frustration by smashing glass doors. While no one was hurt in the fray, it was an ugly night followed by two days of noisy demonstrations. On Wednesday night a small explosive charge was set off in the area of the dormitories, and another went off in the concourse of the Student Center.

None of these actions was likely to assuage the mounting ire of the Trustees, who had already met for well over twenty-six hours in attempts to deal peacefully with the issue of the ROTC. The violence, however, does not appear to have been the deciding factor in their decision. Traditionally, the University had provided programs that a substantial number had wanted. In this case, 1,800 students had petitioned for continuance of the program; thus it was unanimously resolved: "That the Reserve Officers Training Corps be continued on the campus of Northeastern University in its present form and upon the terms and conditions currently in effect." Oddly enough, with this firm and unequivocal statement, the protest collapsed.⁶³

In retrospect it is clear that it was not the firmness of the statement—after all, firm statements had been made before—but time that had run out. Across the country protests were shriveling away, perhaps because the ground was no longer fertile for their growth. The Vietnam War, although it did not officially end until 1974, was phasing out, the draft laws had changed and college deferments were no longer an issue, and the recession had shifted priorities away from the questioning of social structure to bread-and-butter issues of survival within that structure. And, perhaps most of all, the country was exhausted with protest. No matter where one stood politically, the death of the four students at Kent State had shocked the country with a picture of itself that few were willing to countenance.

In the aftermath of protest, the universities moved to reassess their roles and move onward. At Northeastern, as at universities across the country, the age of protest had left its mark, and life would never be quite the same again. Paradoxically, on Huntington Avenue the most violent protests had, in the long run, the least lasting effect. Although Harvard, Boston College, and Boston University had all phased out the ROTC, it remained at Northeastern as a volunteer program. Recruitment for business and industry had remained open, and the close relationship between business, industry, the community, and the University, which had existed from the inception of the Institution, had been continued without a break. To this extent the University had not only survived but managed to remain firmly on its course. In other areas, however, changes had been substantial.

With the flexibility and pragmatism that were its legacy from the past, Northeastern had conceded to the inevitable, where the inevitable did not infringe on its mission to serve its students and the community. While the integrity of its governing structures remained inviolate, into this structure had been introduced such a plethora of consulting and recommending committees that, although they had no voting or legislative power, the decision-making policy would never be quite so simple again.

Student life had, of course, also changed dramatically. No longer would the University stand in loco parentis. As a by-product of protest, the students had won the right to run their own lives. A student court, volunteer dormitory residence, self-policing in terms of moral choices—all of these became the new responsibilities of a new student generation.

Considering that Northeastern was the largest higher education institution in terms of enrollment in the country, it had suffered relatively little disruption. Perhaps the greatest toll had been exacted on the psyche of trustees, administrators, faculty, and students, who found themselves divided within those years. And yet, even though these wounds might be slow to heal, the very battle had brought to the Institution a new sophistication and maturity and a new appreciation of both its strengths and weaknesses, which are, perhaps, essential to true growth.

XVIII

A Changing Faculty

AS NORTHEASTERN'S STUDENT BODY EXPANDED AND BECAME MORE DIVERSE IN the years between 1959 and 1975, so also did the faculty expand and become more diverse. Unfortunately, in the last decades of the twentieth century it has become commonplace to sentimentalize pre-1960s' faculty as Mr. Chips' manqué and to see later 1970s' faculty as either raging radicals or flinty young professionals more concerned with their own advancement than with either students or loyalty to their institution. Closer scrutiny, however, reveals that at least at Northeastern this generality, like all such generalities, is totally inadequate to express the very real changes that did occur during the period.

A myriad of factors contributed to these changes: the elevation in the status of teachers, which occurred nationwide particularly in the early 1960s; the growth in their numbers, which created what sociologists call a critical mass, thereby allowing a louder voice to divergent points of view; and the repercussions of the 1970s' recession, which drastically reduced professional options and mobility. All of these, in tandem with changes within the University itself, served to

alter both the character of the faculty and the structures designed to serve it.

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In 1958 when Dr. Knowles returned to Northeastern, many of the elements that would affect the shape of future faculty were already in place. Since the late 1940s their numbers had increased steadily, going from an all-time low of 70 day faculty in 1944 to 267 full-time members by 1958–59.¹ More important, Northeastern faculty, like faculty across the country, were beginning to be more aware of their enhanced professional status. The increasing enrollment of students, which followed in the wake of World War II, had exponentially increased the demand for teachers, while the need for highly specialized skills demanded by postwar business and industry had placed those who could teach these skills at a premium. Further enhancing faculty status was the country's response to Sputnik and the ensuing emphasis that the New Frontier would place on academic advisers.

In the early 1950s the Red scare had made many academicians suspect. Even the most apolitical professors had felt themselves victims of suspicious glances by McCarthy minions who blithely equated Plato with pinko. Joyce's phrase, "silence, exile and cunning," had become a byword on university campuses, while the loyalty oaths demanded from all who taught simply exacerbated the paranoia. Now suddenly the country was in an educational race with Russia, and the professors were enthusiastically welcomed back into the national family, not as a threat but as a salvation. Underscoring their reception was the extensive use that Kennedy made, even in his preinaugural task forces, of those with an academic background. The implicit suggestion that worldwide problems lent themselves to solution by those with scholarly training did a great deal to alter not only the layman's but also the professional's perception of the teacher's role.

That Northeastern faculty members were not immune to this new state of affairs was clear during Dr. Knowles's period of orientation. The small leather notebook of University facts that he compiled at that time is filled with ample evidence that they, too, would like more time to develop themselves professionally, would like a stronger voice in academic matters, and would, in fact, like more of the privileges that their profession was coming to offer.

Nor was Dr. Knowles unsympathetic to these requests. In an article

published in 1955, "How Can Colleges Meet the Impending Teacher Shortage?" he had frankly recognized the need for universities to provide additional inducements if qualified persons were to enter the higher education teaching profession. Among the inducements he cited were retirement benefits and group insurance, free tuition for children of faculty, and the opportunity for faculty to participate in social affairs, off campus as well as on campus, where they might attend theater presentations, guest forums, lectures, and the like. In the same article he also stated that "while the foregoing contain many financial incentives, the base salary itself is perhaps most important to the success of any future recruitment programs to obtain college teachers."²

In his inaugural address at Northeastern, Dr. Knowles had further underscored his appreciation of what the faculty both needed and wanted. Explicitly, the address recognized the need for "developing a closer working relationship among teachers in schools and colleges," and went on to state that "Northeastern must have persons concerned with basic research, scholarship, and teaching. Any appraisal of faculty and financial awards must recognize that those in each of these groups are making an important contribution to the services being rendered by this Institution."³

All of these statements were, of course, fairly general, but that Dr. Knowles was prepared to implement such generalities with specific action soon became clear. In fact, it is instructive to note how many of the inducements recognized in the 1955 article and implied in the inaugural address would be initiated soon after he took office or, in the instance where such inducements already existed, would be augmented. Thus by 1959-60, the Board of Trustees had already approved recommendations regarding full tuition scholarships for full-time faculty and members of their immediate family. The Board had recognized that criteria for promotion of faculty members in each academic rank should include not only capability in teaching and research but also contributions of the individual faculty members to professional activities. The Board had also approved a more liberal retirement plan. By 1960-61 the Board of Trustees had further given its approval to a clear-cut policy regarding tenure for faculty members, which supplanted Northeastern's previous and more ambiguous "permanent" faculty status. In that same year, Dr. Knowles had authorized Dean William T. Alexander of the College of Engineering to make available Northeastern's first research professorships, which allowed the holders one-third to one-half released time to pursue research projects. By March 1962 discussion of a sabbatical leave program was also well underway.⁴ In addition, the cultural and scholarly privileges of the academic life, mentioned in the 1955 article, were being extended with the publication

of *NUcleus*, a cultural information bulletin introduced in 1962, and with the inauguration of a faculty-lectures series begun the same year.

By 1962–63, 205 new persons had been appointed to Northeastern's faculty, and salaries had increased as much as 52 percent. In the meantime, and as further evidence of the new administration's determination to make Northeastern's faculty competitive with those of other major universities, a chapter of the American Association of University Professors (AAUP) had been allowed for the first time and went into effect May 1960. In addition, Dr. Knowles had given his explicit support to broader faculty recruitment policies. In a 1959 letter he enjoined Vice President William C. White not to allow race, creed, or color to be a factor in judging the quality of faculty appointees and to give full consideration to the appointment of women faculty.⁵

Of all of the actions pertinent to faculty conditions that were taking place during the period, however, that which had the most profound effect on the future was the appointment of a Faculty Advisory Committee in July 1959 and the subsequent development of the Faculty Senate, which grew out of this Committee. (See Chapter IV for background details on the formation of the Senate.)

In September 1961, Northeastern's Faculty Senate met for the first time. Although no trumpets sounded and *Northeastern News* did not even find the event worthy of mention, from the vantage of hindsight it is easy to see that the formation of this body was a landmark in the development of the University. With its opening, the concept of collegiality was recognized on Huntington Avenue. Although some administrators might at later moments look back nostalgically to those earlier days when faculty had little or no say in University affairs, it is doubtful that anyone truly regretted a move that was so essential in establishing the professional and scholarly credentials of the University.

Initially, the Senate, as conceived by Dr. Knowles, was to be an advisory and reviewing body. Its membership consisted of thirty-two persons, twenty-four of whom were elected from and by the separate college faculties and eight (one of whom would always be the Provost) were appointed by the President from the administrative faculty. Three standing committees, the Agenda Committee (basically an executive committee), a Committee on Academic and Research Policy, and a Committee on Faculty Policy, as well as such ad hoc committees as might be appointed from time to time, were responsible for carrying out most of the Senate functions. These functions, as given in the first rendition of the bylaws, appropriately reflected Dr. Knowles's view. Thus the Senate was:

1. To review recommendations of the separate college faculties;
2. To act as a coordinating body to establish mutually satisfactory academic goals and standards among the various Colleges and Divisions;
3. To be consulted either as a whole body or in appropriate committee on all policies, proposals, and problems of faculty concern. In exceptional cases regarding University policy, the President may reserve the right not to consult the Senate before acting;
4. To initiate consideration, advice, and recommendations on any matters of faculty concern;
5. To undertake such legislative and advisory functions in connection with the work of the University as may be assigned to it by the President and the Board of Trustees;
6. To provide communication between the administration and the faculty as a whole.⁶

Almost immediately, however, the Senate began to feel that it should have a more substantive role in the University decision-making process and by 1965–66 had already substantially altered its bylaws. By this time the growth of Northeastern had justified an increase in Senate membership, which was now changed to allow for thirty teaching faculty representatives and ten administrators. Much more significant were the following changes in the bylaws: the deletion of all reference to “reviewing,” the omission of the phrase in Function 3 that “the President may reserve the right not to consult the Senate before acting,” and the addition of the phrase “including new colleges, new campuses, and new departments,” after the previously unspecified “faculty concerns” of Function 4.⁷

By the following year the Senate committees had also changed. Thus the Committee on Faculty Policy whose duties had been fairly general—“it would hear and act on grievances and appeals of individual faculty members and make its recommendations to the President”—was replaced by two committees, both of which had relatively specific functions. The first of these, the Committee on Faculty Development was to have concern for the rights and status of faculty personnel: “Matters to be dealt with are standards for promotion, tenure and advancement for University faculty; and questions of professional development, academic freedom and economic welfare.” The Committee on Faculty Grievances and Appeals would “hear and act, exclusively, on grievances and appeals of individual faculty members including questions of tenure brought directly to it, and will make its recommendations directly to the President.”⁸

All of these changes suggest that the Senate quite rapidly gained a stronger sense of itself as an active rather than a passive body—one that

would "maintain" and "coordinate" rather than simply review—and one that would not serve simply as a rubber stamp to administrative decisions but demand to be specifically consulted on major issues such as new colleges, programs, and campuses. Nevertheless, in the early 1960s the mere opportunity to have any voice at all constituted such a sharp break with past practices that the Senate seldom tested its power. A review of its minutes between 1961 and 1966 indicates that, at least initially, there were two main areas of concern: the definition of structures, hence the aforementioned change in the bylaws; and the achievement of parity in faculty conditions with other major institutions, hence a discussion of tenure, sabbaticals, and increased benefits.

By 1966, however, the volume and range of academic business voted by the Senate had grown considerably. A brief summary of its major decisions in that year supports this contention. Thus in 1966 the Senate made the following recommendations: (1) that a new college—the College of Criminal Justice—with appropriate qualitative standards to operate on the Cooperative Plan of Education be established; (2) that the University's Sabbatical Leave Program be extended; (3) that the Senate, through an ad hoc committee, participate in suggesting candidates for a newly created post of Dean of Faculty; (4) that the aforementioned Senate Standing Committee on Faculty Grievances and Appeals be created; (5) that the Graduate Division be reorganized to accomplish a more effective control of policies and procedures pertinent to graduate programs by the faculties concerned; (6) and that the President consider faculty participation in the appointment of certain officers of the academic administration.⁹

This list of recommendations is significant for it makes clear that the Senate was already requesting more participation in areas traditionally reserved to the administration, particularly academic administrative appointments. Nevertheless, at least during this early period, there were few suggestions of the disagreement between faculty and administration that would arise later. Indeed, there was a fair degree of accord: statistics show that between 1961 and 1966 twenty-six recommendations were presented to the President—65 percent were accepted outright, 14 percent were accepted with qualification, and 14 percent were rejected; the remaining 7 percent elicited or required no response.¹⁰

The introduction of tenure and sabbatical leaves, the augmentation of salaries and fringe benefits, and the establishment of the Faculty Senate as a forum for faculty opinion had considerably altered the conditions for Northeastern faculty in the early years of the third administration. Indeed, these changes gave faculty a new sense of their own identity. A further change that occurred during the same period and served toward the same

end was a reclassification of faculty, which, if it did not actually change their role, did recognize a distinction between teaching and academic administrative faculty—a distinction that would become significant later in the decade. Thus in 1959–60 faculty at Northeastern had been classified into four categories: *regular faculty*, defined in the Handbook as “all teachers and administrative officers who hold full-time appointments for nine months or more annually”; *permanent faculty*, defined as “members of the regular faculty who have served at Northeastern for three years or more, who expect to build their careers at the University, who have been elected to permanent status by the Executive Council [a group comprised of top administrative advisers] and who have been approved by the President”; *temporary faculty*, defined as “full-time faculty members with appointments for less than nine months of the year”; and *part-time faculty*, defined as “members of the staff who are expected to carry less than a full-time load, whether for part or all of the academic year.”¹¹ By 1961–62, however, this classification system was changed to bring it more in line with systems at other universities and to clarify distinctions and privileges.

The new system, outlined in the *Faculty Bylaws of Northeastern for 1961–62*, put into one group all those who had more or less full-time appointments. It was then subdivided into (1) academic administrative officers, or those who were appointed by the President or Board of Trustees, and (2) teaching and research personnel, or those who held full-time appointments in the ranks of instructor, assistant professor, associate professor, or professors and officers attached to the Department of Military Science as teaching staff. The bylaws then went on to state that those persons who were above the rank of instructor and were part of a college faculty could vote in elections to the Faculty Senate, although only professors and associate and assistant professors would be eligible to be elected as faculty representatives.

The second group of faculty recognized under the new system contained the several categories of teaching and research personnel whose relation to the University was somewhat more tentative and who did not have voting privileges. The subdivisions here were subject to alteration as the needs of the University changed, but roughly they encompassed the following categories: temporary staff, part-time staff, Reserve Officer Training Corps staff (noncommissioned officers who were loaned to the University by the Department of the Army, later called Special Staff), and research personnel (professionally qualified staff who assisted in sponsored projects but were not research professors).¹²

By the late 1960s this classification system, at least to the extent that it acknowledged the difference between administration and academic ap-

pointments, and to the extent that it codified certain voting privileges, would give rise to some questions. Specifically, teaching faculty would come to question the legitimacy of allowing those who were eligible as administrative representatives to the Faculty Senate to vote for faculty representatives. And by 1970 the bylaws had been altered to disenfranchise such persons and allow only assistant professors, associate professors, and professors for the college faculties to vote in elections. Still another change occurred in April 1974 when instructors who had been recognized as part of the full-time faculty but who had never had voting privileges in the Senate were enfranchised. Both of these changes might be seen as part of a later effort to further clarify the distinction between administrative officers and teaching and research personnel and to give more power to the latter group. In the early 1960s, however, such distinctions were not yet important, and the new categories simply served as another hallmark of Northeastern's growing sophistication.

By 1966–67 Northeastern's faculty had, indeed, grown considerably more sophisticated. In numbers it had expanded to 506 full-time persons of whom 450 were on-campus teaching and research personnel. In addition, there were 900 part-time faculty. This latter category now included a new professorial rank—that of adjunct professor. This title, which was reserved for those who had achieved notable distinction in graduate work or research, gave the University more flexibility in retaining topflight personnel and served to enhance the overall status of the faculty. Further, the percentage of teaching staff with terminal degrees had risen from the less than 27 percent that had prevailed in 1959 to over 40 percent. Altogether, within the space of only a few years, Northeastern's faculty had become competitive not only in terms of its working conditions but in terms of its general stature with faculties of comparable major universities across the country.¹³

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If the years between 1959 and 1966 were a time of growth and of development of new faculty structures, the years between 1966 and 1970 were a time of redefining the role of faculty in relation to a much larger University and of testing these structures. This was also a period when, not surprisingly, some frictions began to develop between the administration and the now much more vocal faculty. While the catalyst for conflict was to a large extent the Vietnam War, which brought the social, political, and economic assumptions of the country under new scrutiny

and created a context favorable to the reassessment of all assumptions, it would surely be a mistake to overestimate its impact.

Certainly as relevant as the war to the faculty situation at Northeastern was the changing nature of the faculty itself. In 1958–59 there had been a total of 179 full-time instructional staff in the basic colleges, by 1962–63 there were 269, and by 1966–67 there were 450. If the sociologists' theory of critical mass is correct, this increase in numbers alone might have been expected to create more influential interest groups than could have existed previously. At the same time there was a redistribution of the faculty along professional lines, which might also be expected to affect their concerns. Thus in 1961–62, the first year of the Faculty Senate, representation as chosen proportionately by the colleges was ten from Engineering, seven from Liberal Arts, five from Business Administration, and two from Education. By 1966–67 the representation was eleven from Engineering, ten from Liberal Arts, four from Business Administration, two from Education, and one each from Nursing, Pharmacy, and Boston-Bouv  . The following year, 1968, the representation from Engineering and Liberal Arts had exactly reversed, and by 1974 the numbers read fourteen from Liberal Arts, five from Engineering, three from Education, two each from Business Administration, Boston-Bouv  , and Nursing, and one each from Criminal Justice and Pharmacy.¹⁴

If the hypothesis tendered in the previous chapter is correct—that those with liberal arts training tend to be somewhat less conservative than those in professional studies—the contention of some observers that the faculty became increasingly liberal over the years would seem to be correct. Perhaps even more significant is the fact that in 1958–59 the average age of the faculty was 43, but by 1966–67 it had dropped to 38.¹⁵ This meant that by the mid-1960s the majority of persons teaching at the University had been graduated into a seller's market and at a time when their profession was enjoying both considerable respect and attention. As a consequence, their expectations and concept of their role were likely to be somewhat different from those who had received their training during the Depression or war years, those who had frequently been saved from unemployment by the Institution, or in the chaotic market of the immediate postwar years, those who had been accepted even without terminal degrees. In contrast, the newer generation had already earned its credentials; they often had their pick of appointments and had thus come to Northeastern with a confidence that could only be bred in a world of plenty.

Such theories, of course, are necessarily speculative; it is certainly a fact, however, that as the 1960s progressed, Northeastern faculty, for what-

ever reason, began to argue for more and more power, for a greater say in a far wider range of activities than had been previously countenanced. The forum for argument was generally the Faculty Senate, and the struggle assumed many guises. During the height of student unrest, the role the faculty played in resolving student-related issues became one focal point for discussion and often dissension. During the same period, the rights of women staff also emerged as an area of conflict, eliciting a bitterness on the part of some in the administration that with the perspective of time can only be seen as baffling. Still another major issue was what, if any, role faculty should assume in governance and administrative structures and in decision making in general.

As the tide of student unrest ebbed and as the recession set in, more bread-and-butter issues—tenure, grievance procedures, and salary—became the substance of discord. This is not to imply that conflict was the only lot of Northeastern faculty during the late 1960s and early 1970s—these were also years of growing privileges and increasing scholarly opportunities—but disagreement and discourse over faculty rights were certainly an important dimension of the period and cannot be minimized.

Essentially, as implied above, the issues giving rise to argument fell into four categories: academic problems, the war, women's rights, and administrative jurisdiction. This latter category can be further subdivided into problems concerning the role of the Faculty Senate, participation in administrative appointments, control of tenure decisions and related matters, and finally the efficacy of collective bargaining. This is not to imply that any of these issues existed in isolation, popping up in neat little time frames where they might be summarily dealt with and dismissed. All were interrelated, all had long roots, and on the resolution of one problem depended the resolution of another. Nevertheless, in the interest of clarity they will be treated as separate entities here.

Academic Issues

The first and perhaps major indication that the faculty might not see eye to eye with the administration on what was best for the University actually arose before 1966 over the establishment of the College of Criminal Justice. This was not the first disagreement between the Faculty Senate and the administration. As early as May 1962, Dr. Knowles had rejected the Senate's proposal for sabbatical programs, eliciting this caustic comment from Professor Donald Pitkin: "It is my opinion that on too many occasions we hide behind the ghost of Jeremy Bentham and his doctrine of utilitarianism and accordingly sacrifice academic standards to the creed of community service." On another occasion in October 1964, the Pres-

ident had expressed distress about a Faculty Senate Subcommittee on Planning, claiming that it usurped the function of the College Faculties and Curriculum Committees and lowered faculty morale. Neither of these issues, however, was of particular moment at the time they arose and had few immediate repercussions. In contrast, the founding of a new college did have both immediate as well as long-range implications.¹⁶

Proposed to the Senate on October 5, 1965, the idea of a College of Criminal Justice was received with some reservation. Many faculty expressed concern about the academic legitimacy of the enterprise and wondered if the program might not better be continued as an evening offering or, at the other end of the spectrum, introduced as a graduate program. Used to the swift passage of its ideas, the administration must have been nonplussed by the reaction, though hardly surprised; the discussion, after all, followed only months after the change in the Senate bylaws, which had expanded the concept of "faculty concerns" to include the founding of new colleges and programs. The establishment of the new college, then, served as the first opportunity to test the Senate's powers in this area.

Arguments continued throughout November and December, and the issue was finally resolved with the Senate forming appropriate ad hoc committees to work out the details of a curriculum that conformed to its academic standards. Throughout there was little or no acrimony; nonetheless, an important point had been made. Whereas the Senate had had little or no say on the founding of the colleges of Pharmacy, Nursing, and Boston-Bouvé, or in the establishment of the Warren, Weston, and Burlington campuses, henceforth its voice would be clearly heard on all such matters. As Roy Weinstein remarked in a January 6, 1966, meeting, "The use of the Burlington campus day school facilities was initiated during a period of time when the Faculty Senate's responsibility to review new programs was in the development state."¹⁷ This stage of development had now passed.

The issue of the College of Criminal Justice tested the power of the Senate to effect its will in matters that were essentially academic. It made its approval contingent on rigid adherence to certain academic standards, and although the administration could hardly have been delighted with such restrictions, the point was granted. During the next ten years the Senate would continue to exercise this power, generally, although not always, in accord with other units of the Institution. Thus in 1968 it rejected the Doctorate of Pharmacy, although the degree was supported by that College and the administration, and the following year it turned down a plan for a degree-granting Black Studies Program, which it did not accept

until 1973, even though the Board of Trustees had given its approval at an earlier date. But perhaps the most vivid testament of the Senate's power over academic affairs was Dr. Knowles's own frank admission that late in his administration he had curbed his own enthusiasm for a College of Transportation and a Hotel School, largely because he wasn't "enthusiastic enough to want to fight the matter out in the Senate."¹⁸

War Issues

If the clear voice of the Senate in the founding of the College of Criminal Justice underscored that body's growing maturity, it also elicited little opposition from the administration. From its inception the Senate had had the right to "act as a coordinating body to establish mutually satisfactory academic goals and standards among the various colleges and divisions," and to be consulted on "all policies, proposals, and problems of faculty concern." This right did not give the Senate any final decision-making power, however. In January 1962, Dr. Knowles had made this quite clear when he declared: "The Senate will be consulted [on the addition of new schools] but the final decision will be made by the Trustees."¹⁹ Nevertheless, after the 1965 change in bylaws, the Senate's voice on academic matters became much more authoritative, and its recommendations could not be ignored with impunity. More difficult to determine was how much weight should be given faculty recommendations on matters that were not only academic but had political, economic, and administrative ramifications as well. Just such issues were those that arose as a consequence of the war in Southeast Asia. Particularly thorny was the problem of what stance the University should assume in relation to the war.

In general—and of course all such generalities are dangerous—the faculty took a more sympathetic view of student demonstrations than did the administration and was far more supportive of student protests than was the administration. The following evidence supports this contention. Thus in June 1966 a statement published in the *Boston Globe*, suggesting that Northeastern opposed student dissent, elicited the comment from the Senate floor that "student demonstrations were often the sign of a healthy and educationally alert student body." On June 8, 1966, the Senate endorsed a statement supporting peaceful demonstrations on the grounds that they could serve an educational function and that students had the right to express their grievances. The following year, on April 20, 1967, the Senate underscored its determination to allow demonstrations by appending to its first resolution the amendment, "We do not condone and in fact deplore and condemn any actions designed by vocal or physical

harassment to disrupt any orderly student dissent or demonstration," which certainly suggests that some such disruption was anticipated.²⁰

On January 25, 1968, as further evidence of its support of student issues, the Senate resolved that "on-campus recruitment privileges of the United States Armed Forces shall be suspended until the University has clearly determined that, contrary to General Hersey's letter of 26 October 1967 to members of the Selective Service System, student protest cannot be used as a basis for change of Selective Service classification." In May 1969 the Senate passed a resolution that academic credit should not be allowed for ROTC—a resolution that was rejected on the grounds that this should be a college by college decision. In the fall of that year the Senate gave its support to a student strike scheduled for October 15, 1969, and requested the University to suspend classes on that day. The request was subsequently fulfilled with the stipulation that time lost be made up.²¹

During the student strike in the spring of 1970, many of the faculty took their most overt political stance. During a faculty meeting held May 6, 1970, a series of resolutions were passed including the following:

We, the faculty of Northeastern University, here assembled wish to make public declaration of our total opposition to the United States involvement in the war in Southeast Asia, to its invasion of Cambodia, and in any bombing of North Vietnam.

(Vote: 168 for, 39 against, 29 abstentions)

We are appalled by the mounting attempts to stifle dissent in this country.

(Vote: 74 for, 19 against, 3 abstentions)

We, the faculty of Northeastern, resolve that no student participating in the current strike be penalized for missing classes or exams or otherwise not meeting the usual course requirements.

(Vote: 129 for, 20 against, 16 abstentions)

We, the faculty of Northeastern University, resolve that no action be taken against faculty members for supporting the strike by suspending classes, substituting workshops for classes, or similar activities.

(Vote: 79 for, 43 against, 19 abstentions)

We, the faculty of Northeastern, resolve to discontinue all normal academic activities through May 11 at which time we shall reconvene to determine our position.

(Vote: 87 for, 15 against, 3 abstentions)²²

The following day, May 7, 1970, Dr. Knowles called an all-faculty meeting, which approved by a vote of 377 to 229 the motion to discontinue

all normal faculty activities indefinitely, and the administration accordingly allowed the strike. The meeting, however, did not address itself to the other issues.²³

During these same years of unrest, there was further evidence of the faculty's general sympathy with student causes: the Senate's recognition of April 6, 1967, of the students' right to prepare and publish an evaluation of faculty, courses, and programs; its 1968–69 active cooperation in a Black Studies Committee; its 1969 support of a student court as an alternative disciplinary method; and its very elaborate guidelines for grading following the May 1970 strike. These guidelines took into account those students who discontinued their work after May 7, 1970, and who did not wish a grade: they were allowed to take a "satisfactory," "incomplete," or "withdrawal" on the basis of work to date. It took into account students who wished to continue their studies; they were allowed to take a final examination and then determine whether they wanted a standard letter grade or the more general assessment. It also took into account those students who were unsure of their standing; they were allowed to confer with the instructor and then choose their course.²⁴ The guidelines were undeniably time-consuming in implementation, but unquestionably they stand as clear evidence of just how far the faculty was willing to go in support of the students.

In spite of the evidence cited above, however, it would be a mistake to assume that faculty and administrators were neatly divided along political lines. Although the administration certainly did not encourage antiwar protests, although no administrator's signature appeared on antiwar ads published in the local papers at the time, and although many were openly incensed at what they saw as Senate support of student dissent, with the exception of the Senate's resolution on ROTC, the administration did not reject out of hand any of the Senate's resolutions.

In spite of many of these antiwar resolutions, it would also be a mistake to assume that all, or even the majority of Northeastern's faculty, were particularly liberal or even particularly political. A poll of faculty on campus recruitment policy conducted November 16, 1967, shows that 52 percent of those responding supported the "continuance of the present University policy of inviting on the campus recruitment representatives of any legal company, institution, or governmental agency," but only 219 of a faculty of almost 500 full-time members responded.²⁵ Similarly, while antiwar sentiments won the day at the faculty meeting of May 6, 1970, only 236 votes were recorded on any issue. Participation in the May 7, 1970 meeting was certainly better, but significantly, the meeting was high on to compulsory, and, if the vote of 66 percent to 34 percent in favor of

discontinuing University activity was substantial, it was not overwhelming. Nor do the mere numbers take into account those whose response was motivated as much by prudence as by political commitment.

In the spring of 1970, Edward A. Hacker, a professor in the Department of Philosophy, sent out a letter soliciting membership in the University Centers for Rational Alternatives, based on the apprehension that "Whenever and wherever a university or a professional association takes a political stand, its doing so is an implicit threat to the academic freedom of those who oppose such action."²⁶ In light of the small number who appear to have taken a political stand at Northeastern, the letter hardly seems necessary.

The fact is that in spite of differences over the war, which often ran deep and sometimes surfaced bitterly, in spite of the fact that at the height of the dissension persons on both sides of the issue tended to attribute extremist values to those on the other side, there was very little evidence to bear out such charges, and the deep fissures that resulted in the firing of faculty and the resignation of presidents at other institutions simply did not develop at Northeastern. Exactly why this was so is difficult to determine, although in retrospect it appears that, very much in the Northeastern tradition, both sides were as much motivated by concern over the students as by political ideology. To some extent this was even the basis of argument with the conservative faction worrying about what would happen to the students' economic and professional future as the consequence of political protest, and the more liberal or radical element worrying about what would happen to their intellect and psyche as a consequence of ignoring political implications.

Faculty members did serve as advisers to the SDS, did spend the night in jail obtaining bail for students caught in the Hayakawa and Hemenway Street riots, did empathize and sympathize with radical students, but there is no evidence that any faculty member supported or encouraged violent actions, no matter how deeply felt the cause. On the other side, in response to faculty requests, and despite some charges to the contrary, empirical evidence shows that the administration and Board of Trustees did make a real attempt to keep the police profile low, retaining plain clothesmen in most instances where security seemed threatened and at other times requesting that riot-gearred forces remain out of sight until absolutely needed. Further, the administration and Board of Trustees, in contrast to their counterparts in many other institutions, did allow for open forums and open channels of communication; and, as evidenced in the cancellation

of the potentially explosive appearance of Attorney General John Mitchell, did put the safety of students above all other considerations. (See Chapter XVII.)

While those closest to events as they unfolded may find this summary disconcertingly benign, individual personal experience no matter how traumatic is not always a true measure of historical truth, and the truth here seems to be that, for whatever reason, political extremists at either end of the spectrum never constituted a critical mass at the University, and in the long run very little changed as a direct consequence of war-engendered differences. In fact, perhaps the only real change was that ROTC did lose its academic credentials, which might be considered a victory for protestors, although the decision to change its status was finally decreed by the United States Army. At the same time, the program did continue at Northeastern, which might be considered a victory for the conservative faction, particularly for Dr. Knowles, who was firmly convinced that ROTC "provides opportunities of interest to students." However, as was the case in most universities retaining the program, ROTC never attained the enrollment peaks of the early 1960s, and by 1975 membership in Northeastern's unit was down to 200. More significant than the direct results of war protest, then, was the indirect result, namely the creation of a context that legitimized outspoken criticism and overt action as ways of calling into question previously accepted practices.

Women's Issues

While the administration seems to have worked hard to keep its temper down, its tone conciliatory, its policies moderate, and in effect, to work out compromise between liberal and conservative factions in the conduct of affairs related to war activities, Dr. Knowles at least once allowed himself to blow up in print. Oddly enough the focus for explosion was the rights of women faculty, although the implications of the charges were far wider. Thus, in the introduction to the *Annual Report of 1969*, the President, following a general denunciation of faculty members who "devote more time to politicking and administration than to teaching and research," isolated the New University Conference for particular criticism as an organization of such alienated faculty. "Their goal, they say," he announced, "is to liberate women from male supremacy, to give chauvinism equal billing with racism, corporate capitalism, imperialism, etc. They call this the Female Liberation Movement, demanding day-care centers for women and their children, increased numbers of female faculty members

and students, courses to refute male points of view, and centers for 'female liberation' within the Institution itself."²⁷

He went on to note "that this group's national secretary is a co-founder of the SDS," and in the next paragraph reported, "According to a statement issued in May 1969 by the National Council of Scholars, these are the types of faculty members who can best be described as 'alienated.' Those who are alienated, they say, are persons whose attitudes, words, and actions condemn our society and deny the moral intellectual esthetic values that link the majority of the citizens of the United States. . . . There are many causes of alienation—personality problems, needs for identification, and mental distresses resulting from imagined horror of nuclear war or war in Vietnam."²⁸

Whether intended or not, the implicit identification of a need for day-care centers, the increased employment of women, and the education of women, with a denial of "the moral, intellectual, and esthetic values of the majority of citizens" and "mental distress," can only be seen from the vantage of hindsight as an amazing equation. In fact, even in 1969, in light of the third administration's record in relation to the women's issue, it was relatively astonishing. In a way, of course, it is unfair to drag this statement from the context of time. It is done, however, because it was perhaps the only public utterance to suggest the very real and seething emotions that boiled beneath the surface, but which, as noted above, were generally kept under careful rein and not allowed to emerge as a matter of University policy. The statement, however, is also interesting because it indicates the very real confusion that was still attendant as late as 1969 on the role that women should have in the economic, social, and political life of American institutions.

In 1969 the third administration at Northeastern might well have boasted about its enlightened practices in relation to women. Certainly its policies in contrast to those of the past had been exactly that. Not only had it given its heartfelt endorsement to programs that would serve and attract women (see Chapters VI and XV), but, as attested above, Dr. Knowles had explicitly supported the recruitment of women faculty as early as 1959. Thus, whereas in 1958–59 there were less than half a dozen women faculty at Northeastern, none of them tenured, in 1966–67 there were thirteen tenured women out of 177 tenured faculty, and 66 out of 273 regular full-time, nontenured faculty.²⁹ If these figures in any absolute terms are hardly exemplary, nevertheless they do indicate that an effort had been made to come to grips with the role of women in the University and that it had been made even before the Civil Rights Act of 1964 started to change entrenched attitudes and long before the 1972 amendments to

that act mandated such change. Undoubtedly, what contributed to the outburst as much as anything was that a group that was perceived to be extra-University should attempt to dictate internal policy. That this perception, however, was allowed to overshadow even the legitimacy of the demands and that Dr. Knowles felt free to explode on this point says almost as much about the world in the late 1960s and early 1970s as it does about Northeastern.

Significantly, Dr. Knowles's charge elicited no retaliatory cry, and women's issues did not become a hotly debated point on the Senate floor. When one recognizes that in 1969–70 there were only three women senators, one from Nursing, one from Education, and one from Liberal Arts, and that even Boston-Bouv  with a predominantly female faculty consistently chose a male representative, the silence is hardly surprising. (See Appendix F.)

Nevertheless and rather ironically, considering both the shouting and the silence, the status and condition of women faculty at the University did steadily improve. Recruitment efforts continued and, in fact, were stepped up until by 1975, 46 out of 357 tenured faculty were women, while 125 of 357 on full-time, nontenured appointment were also women. In the meantime, other changes also went on with relatively little brouhaha. On September 28, 1970, Dr. Knowles announced that "Northeastern will build and operate a day-care center for staff and faculty personnel"; significantly, he added, "This move has resulted from a request of the Women's Cabinet," and that it "is better to lead the parade than try to resist it." That same year Ruth Karp was appointed Assistant Dean of Liberal Arts. Although Northeastern had had other women deans, Ms. Karp was the first woman appointed in an area traditionally dominated by men.³⁰

In 1971 maternity leaves, which had grown increasingly generous since those days in 1959 when pregnancy automatically meant "termination of services at the University not later than two months prior to the expected date of delivery," were articulated for the first time in the *Faculty Handbook*. At this point all full-time women employees became eligible for a maximum of one year's leave after one year of service with application for such leave requested three months prior to anticipated delivery. Two years later on November 26, 1973, the policy was revised again to accommodate women with only six months of consecutive employment, while a minimum of two weeks notice was allowed.³¹

It was during these years that the Senate also voted its first woman Chairman of the Agenda Committee, Dr. Irene A. Nichols of the College of Education, who served in 1972–73. In June 1973 the generally accepted notion that members of the same family could not serve in a department

was also dropped. Although not explicitly a move favoring women faculty, in point of fact the antinepotism policy had meant in execution that a wife rather than a husband relinquished her post if they were married after the employment of both, and that the husband rather than the wife received priority if both simultaneously sought appointment. Finally, in May 1974 pressure to assure equality in male and female salaries was initiated, with adjustments fully instituted by 1976.

Particularly in the face of the echoless confrontation of 1969, it is difficult to determine exactly why some of these changes should have occurred. Many, of course, would attribute them to the continuation of Northeastern's past policies, which, despite Dr. Knowles's criticism at the New University Conference, had been relatively farseeing. Others would attribute them to the intervention of federal legislation, specifically the Affirmative Action amendments of 1972 and the subsequent establishment of an Affirmative Action office at Northeastern. Some would attribute them to the consistent, if low-key, pressure of a few concerned persons at the Institution. And still others would claim that all such adjustments were simply a natural and inevitable response to changing economic and social conditions in the larger world to which Northeastern was traditionally sensitive. Whatever the cause, the gain was consistent, and by 1975 the issue of women's rights at the University had come a long way from that time in 1954 when Milton Schlagenhauf, in a burst of what can now only be seen as benign precognition, had once suggested that retirement testimonials should not use the pronoun "his" but rather be worded in a fashion that was appropriate to the retirement of both sexes.

Administrative Issues

If academic decisions, the University's stance in relation to the war, and the role of women faculty were all issues that could give rise to conflict, they were nevertheless still issues that could be and to a large extent were resolved by compromise within the existing jurisdictional patterns of the University. Other issues, however, directly challenged that pattern, and on these Dr. Knowles was adamant in his opposition. In the 1970 introduction to the *Annual Report*, he stated his position quite explicitly:

Traditionally in colleges and universities, administrators administered, teachers taught and students studied. This is not so today. Faculty and students are seeking more voice in the policy making of their institutions and are participating more and more on various administrative committees. Some faculty and some students have even gained memberships on some boards of trustees and have, particularly through committee actions, vastly changed the traditional student-faculty-trustee relationship. . . . The president himself has lost some of his

authoritarian role, and much of his time is spent acting as a "buffer" for various administrative, faculty, and student committees. One of the greatest challenges to presidents and chief executive officers of the 1970s is to recover some of their lost authority. They are still the ones responsible, to their governing boards and the general public. . . . Shared roles in governance, particularly in the form of consultations with all interested parties, should be encouraged, but the president must remain the leader of the institution.³²

That the traditional responsibility of the various units of the University—the Board of Trustees, the President, the administration, and the faculty—must not, and indeed could not, be broached was fundamental to Dr. Knowles's entire administrative policy and could not have come as a surprise to anyone. Certainly it was consistent with his view of management as expressed many years earlier in his text *Industrial Management*. At that time he had written that "success in management is a result of an ability to use management principles in balancing conflicting opinions of advisory specialists in order to arrive at decisions which are advantageous to all concerned." Such a principle had prompted his initial support of the Senate, which he saw as a body of such advisory specialists—a group whose input was necessary to assure "the harmonious coordination of all parts of a business to the end that its parts function smoothly as a unit,"³³ but whose function he had never projected as more than advisory.

A glance at Dr. Knowles's address to the Senate on January 9, 1962, five months after its opening, supports this contention. At that time he listed the responsibilities of the Trustees, the President, the Provost, the Deans of the Colleges, and the Heads of Departments, enumerating them essentially as they existed within the bylaws of the Institution. He then went on to list the responsibilities of the Senate as (1) recommending policies in various areas, such as admissions, academic standards, grading, promotion of faculty, curricula changes, student activism and athletics, teaching loads and problems of faculty morale; and (2) undertaking studies in areas such as the general efficiency of programs, the effectiveness of programs, the improvement of student retention rates, and the adequacy of facilities and equipment. The ensuing discussion clarified his views. The administration would welcome, he said, "suggestions and advice on the planning and future of the University"; the Senate would "be consulted on the addition of new schools" but the final decision would be made by the Trustees; the Senate's recommendations involving University money would be "considered on their merits and the availability of necessary money or the possibility of securing the money." Nowhere was it intimated that the faculty would have a final or even decisive say in matters traditionally settled elsewhere.³⁴

With such a prologue, it is not surprising that in October 1964, Dr. Knowles had cited as sufficient argument against a faculty subcommittee on planning that it "had usurped functions of the college faculties and curriculum committees." In May 1965 he rejected a Senate resolution for another subcommittee that would not only suggest names for academic administrative appointments but also have the right to discuss the choices of the administration and rate the candidates. These, he felt most strongly, were the prerogative of the administration. That the Senate itself was also aware of the limits of its advisory function was borne out in a May 1966 meeting when, following a discussion of the Senate's wish to have a voice in choosing the next University president, the fear was expressed that the Board of Trustees would find this a "usurpation of the authority which the Bylaws say is a function of the Board of Trustees."³⁵

Nonetheless, the handwriting was on the wall, and Dr. Knowles was well aware as the decade progressed that faculties nationwide would become more restive and more questioning of the traditional lines of authority. Certainly at Northeastern the evidence was there. The Senate's very careful deliberation on the academic credentials of the proposed College of Criminal Justice, although ostensibly still contained within the right "to be consulted" on matters pertaining to new colleges and programs, had given new dimension to the term "consulted." The resolutions passed in relation to student demonstrations suggested that "to initiate consideration and recommendations on any matter of faculty concern" could be construed more broadly than might have been originally intended, while the faculty's continued press for a voice in academic administrative appointments was not to be dismissed lightly. In response to this latter demand, Dr. Knowles had stated in 1967:

Upon recommendation of the Academic Senate, plans are being made through which the faculty will be given a greater voice in administrative appointments as they relate to academic programs. A faculty committee will make recommendations on the appointment of certain officials of the University who are concerned with academic affairs. The University is experimenting with the role of the faculty in administrative appointments and will formalize its procedures for faculty participation during the current academic year.³⁶

The key words here were "greater voice," "recommendations," and "participation," all terms that recognized the growing desire for more input into matters traditionally reserved to the administration but which, at the same time, did not concede any of the latter's final decision-making authority. Finally, the faculty's decision in 1968 to prepare a report on tenure and promotion, areas on which the Board of Trustees alone had

the right to determine policy, must have given rise to some administrative apprehension, although the importance of that report still lay far in the future.

Thus it was in 1968, in anticipation of ever-increasing demands for a voice in administrative matters, that Dr. Knowles set about to establish two committees in "the hope that open dialogue would facilitate necessary changes"³⁷ and, it might be added, offset those that he felt were unnecessary and untenable. Both of these committees, the President's Advisory Council (PAC) and the Board of Trustees' Committee on Academic Affairs, have been discussed in detail in previous chapters and need not be reviewed again except to note that both went into effect in October 1968, although with varying degrees of significance.

PAC, with a membership of thirty-eight, almost evenly divided among faculty, students, and administrators, did provide another forum to discuss mostly war-related and student-rights issues. But, whereas in the words of its chairman, Mr. P. Lynch, "it may have been a worthwhile effort to plug the gap in the communications link between the administrative offices and the student body," it is difficult to see where any of its forty recommendations, promulgated by the spring of 1969, at least in relation to the faculty, effectively went beyond measures already being considered by the Senate."³⁸

The Trustees' Committee did have a more lasting impact and played an important role in dealing with future faculty problems; however, it did not serve to totally offset the increasing demand for faculty participation in governing boards or for more power in the decision-making process. Thus, on October 9, 1969, John R. G. Jenkins, Associate Professor of Marketing and representative to the Faculty Senate from the College of Business Administration, asked to comment on the recommendation that there be faculty representation on the governing boards of the University, acknowledged that "the Faculty Development Committee felt that times are changing and that it would now be desirable to have faculty representation on the governing boards of the University." The 1969-70 Faculty Senate did recommend to the President that four faculty members, two from Northeastern, be elected to the Board of Trustees. It was a recommendation that would have required an amendment to the University bylaws; it was not effected.³⁹

The year 1969-70 ended on a note of tension in universities across the country—a tension that was reflected in the increasingly attenuated relationships that had come to exist among faculties, students, and administrators as each sought to redefine their role and make their voice heard

in a world of changing social, economic, and political values. That North-eastern was not immune to such tensions has been amply demonstrated in the previous chapter on student unrest and has been made clear in the list of conflicts that was developing between the faculty and administration in the late 1960s as cited above. Nevertheless, had the university world remained as Dr. Knowles described it in the introduction to his *Annual Report of 1966*—"In these times faculty will not accept appointments or remain long with an institution unless they are able to see academic progress and growth, including the opportunity for their own professional development"—it is perfectly possible that once the most immediate stimulus for dissension, namely the war, was over the balance of conflicting opinions would have been peaceably restored.⁴⁰

Supporting this contention are the facts that in spite of the conflicts relatively few faculty were actively involved in them and that the status of faculty had improved considerably over the years, even during the period of unrest. In less than a decade, the research and training budget of the University had jumped from a modest amount to approximately 9 percent of total University expenditures, and graduate programs had been initiated in almost all departments. These two facts taken together are an indication that faculty not only had far greater opportunity to pursue their own research concerns but also had increasing opportunities to teach students who challenged and stimulated their own professional capabilities. Salaries, if not high, had remained competitive; and the introduction of endowed and named professorships, first initiated in 1967, were important evidence of the Institution's goal of "attracting and holding outstanding scholars in competition with other leading universities."⁴¹ The world, however, did not remain the same.

3

The issues leading to argument in the late 1960s had been largely generated by social, political, and/or educational differences. Even the thrust for a voice in governing structures might be pinpointed to these sources. In the 1970s, however, the genesis of discord was much more likely to be grounded in economic realities.

With a winding down of the war had also come a winding down of the economy. Not only the government but business, industry, private foundations, and individuals were becoming increasingly circumspect in the disposition of their funds. At the same time prices had begun to rise. Compounding the economic difficulties for higher education institutions was a leveling off in the numbers seeking university admission. The post-war baby boom had crested, and although record numbers had attended

elementary schools in the early 1960s, which boded well for continuing university enrollments even into the early 1980s, stasis was the best that could be expected. The specter of severe enrollment attrition loomed on the near horizon.

Thus, as the decade of the 1970s began, the curtain was coming down on a time of plenty to rise on a new scenario in which university administrators would find themselves confronted with the problems of dwindling resources and retrenchment, while university faculties would be left trying to hang onto "those opportunities for professional development" which their training and experience had led them to expect.

At Northeastern this decade, which was to be far more threatening to the traditional values and structures of the Institution than the more overtly stormy earlier years, opened on a note of relative calm. The introduction to the *Annual Report of 1970* reads: "In stark contrast to the atmosphere of fear and violence which surrounded the Hayakawa incident in January 1970, and the subsequent events on nearby Hemenway Street that spring, the 1970-71 academic year opened amid strong evidence of a return to normal."⁴²

That Dr. Knowles hoped this evidence portended a return to a traditionally structured "harmonious coordination of parts" was clear. He was also well aware, however, that such a return was by no means either guaranteed or automatic. Assessing the role of the university president in the 1970s, he asserted: "In the 1970s that leader will have to develop a keen political sense to deal with all groups on campus."⁴³ How keen a political sense, at least in relation to faculty concerns, was rapidly made evident as were the issues on which discord would center.

Prime among these issues was the basic question of job security or, in academic terms, "tenure." Thus in its 1970-71 session, the Faculty Senate, perceiving the closing market and anticipating increased scarcity, initiated discussion of the Tenure and Promotion Report begun in 1968. The report included recommendations that would give departments a greater role in determining tenure, that would increase the possibilities of employment retention by not counting leave time toward the acquisition of tenure, and that would extend the function of the Faculty Committee on Grievances and Appeals to include dealing with questions of promotions as well as tenure. In the meantime the administration and the Board of Trustees, confronted by the same facts—a fairly young faculty who would not reach retirement until the mid-1980s, a shrinking market, which militated against normal attrition through mobility, and a slight decrease in enrollment, remarked on for the first time at a Board of Trustees meeting on October 5, 1971—and fearful of being left with an over-

extended tenured staff, countered with its own proposal, which was to put a 60 percent limit on the number of persons who could be tenured in any given college. Unfortunately, the resolution, passed March 13, 1972, hardly assuaged the mounting anxieties of the faculty.⁴⁴

During the same early years of the decade, two other potentially explosive issues, both financial, also arose. The first dealt with retirement benefits. In 1971 Northeastern's faculty "in common with others across the country" began "agitating for additional fringe benefits." The Board of Trustees expressed willingness to discuss retirement adjustments but did warn that "the nature of the present financial situation dictates caution." The Senate, "after examining the situation in and around the Boston academic community," then recommended that the University raise its share in the TIAA Plan from 5 to 10 percent of each participating employee's salary. Subsequently, the administration, following "a study of budget limitations and other related aspects," which included Social Security contributions, recommended to the Board that it allow an increase, albeit to 6 percent rather than to the prescribed 10 percent, and the change was duly voted on June 30, 1972.⁴⁵

The second issue, initially raised in the Senate on November 31, 1972, concerned a cost-of-living increase, which the Senate felt should be a "first budget item." Then on December 7, 1972, the Senate passed a resolution requesting that a cost-of-living increase be related to the local cost-of-living picture and be exclusive of additional merit or fringe benefits. It was disapproved by the President on January 26, 1973, although it was not until May 7, 1973, that Dr. Knowles made clear his reasoning. At that time, addressing the Senate, he stated succinctly that the University was not prepared to run a race with inflation, that he would not under any circumstances countenance a deficit, and that the University might have to have less faculty to make salaries higher.⁴⁶

In the meantime, still another issue—the role of the faculty in the decision-making process—had reemerged but with an even greater urgency. In light of the situation in the academic marketplace and the general decline in the economy, that both administration and the faculty would be concerned about tenure, benefits, and salary is not surprising. Nor is it surprising that what was deemed prudential by the Trustees and the administration would be deemed a matter of professional survival by the faculty. Now, compounding the difficulties was the latter's renewed insistence that, if their professional life hung in the balance, they must have more input into the decision-making process.

In February 1972 the Faculty Senate, then, presented a resolution stating that "the Faculty Senate deplors the handling of the budgetary process by a small group which does not include people most knowledgeable about academic processes; that, therefore, the Vice Presidents, the Academic Deans, and the department chairmen should be included at early stages of budgeting, and that the Faculty be apprised, via its elected committees, of the true financial state of the University."¹⁷

At the same time the old 1964 issue of participation in planning had been revived, with the faculty requesting that it be allowed, through the Senate Agenda Committee, to play a more decisive role in a planning committee that would help chart the University's future. In response, Dr. Knowles promised to make up a very powerful committee of trustees, alumni, faculty, and high administrators, but by November of 1972 the committee had winnowed down to five faculty, five administrators, and three students. It was an outcome that represented, at least in the eyes of one faculty member, "just another example of emasculation of the Senate's prerogative," although from the point of view of Dr. Knowles, it was hardly a prerogative to which the Senate could justly lay claim.¹⁸

By the fall of 1972, faculty/administrative relationships had reached a point, if not of crisis, then of ever-increasing tension. It was a tension that was to be reflected in the intense activity of the Senate during that year and in the first tentative moves toward collective bargaining. Because both of these situations would have a profound effect on the future of the University, a closer examination of both is warranted.

The Faculty Senate 1972-73

In 1972-73 the number of legislative decisions enacted by the Faculty Senate was thirty-three, and of these a record number of twenty-seven were forwarded to the President for his consideration. Significantly, the previous record was ten, and that was set in the first year of the Senate's operation. It is the substance of these acts, however, rather than their number that indicates the thinking of the period.¹⁹

Of the thirty-three legislative acts promulgated that year, only one dealt with the war. Passed on January 18, 1973, it condemned the resumption of bombing in North Vietnam. Three were directly concerned with academic matters. The first was a resolution approving in principle a Black Studies Department in the College of Liberal Arts and recommending the proposal be examined by a special committee. This was passed January 25, 1973. A related resolution approving an Afro-American

Studies Program and an Afro-American Studies Department, as outlined by the January Committee, was passed May 10, 1973. A third resolution calling for changes in class scheduling so that classes would meet three times a week for sixty-five minutes rather than four times a week for fifty minutes was passed by the Senate and approved by the President, February 7, 1973.

Of the twenty-nine remaining pieces of legislative action, six dealt with improving communications between the faculty, the President, and the Academic Affairs Committee of the Board of Trustees. Eight were pertinent to the role of the faculty in governing structures of the University, including the Institute for Off-Campus Experience and Cooperative Education. Six were directly concerned with financial measures relevant to faculty. Six were concerned with faculty conditions—tenure, grievance procedures, access to personal files, and sabbaticals. And the last three dealt with the reorganization of the Faculty Senate, expansion of faculty enfranchisement to include instructors, and the time and place for a special full Faculty Senate meeting. Although by no means all of this legislation eventuated in resolutions, the areas of concern, the discussions surrounding them, and the fate of those that were finally embodied as resolutions, were significant.

The Communication Problem. On January 27, 1973, a special meeting of the Faculty Senate was summoned at Henderson House. In her opening remarks to the meeting, Dr. Irene A. Nichols, Chairman of the Agenda Committee, noted that "the meeting was being called to determine the future course of the Faculty Senate" and "pointed out certain of the frustrations felt by the Agenda Committee, particularly in relation to meetings with the President where there often seemed to be little feeling shown for the concerns of the faculty."⁵⁰

Although the latter point may be arguable, what does become clear in the perusal of the Henderson House minutes and of other legislative actions taken that year were the desire of the faculty for more voice in the conduct of University affairs and the desire of the President to preserve, certainly *de jure* but hopefully *de facto*, the traditional lines of jurisdiction. Thus a move to create direct lines of communication between the faculty and Board of Trustees was one of the first issues raised at Henderson House. It was successfully countered when Vice President Ryder, who served as administrative representative to the Senate, candidly reminded that body that the bylaws clearly stated that the President was the channel of communication between the University and the Board of Trustees, that the President would be opposed to any proposal that would undercut his role in this area, and that the Trustees would never accept the idea of membership on a Senate constituted committee, although he certainly

saw no objection to efforts to increase contact between the Senate and the Academic Affairs Committee.⁵¹

Conceding to Vice President Ryder's point, the Senate then moved to increase communications between itself and the Academic Affairs Committee of the Board of Trustees and the President, articulating their wish in four resolutions. One directed the Senate Agenda Committee to meet with the Academic Affairs Committee once each quarter; a second resolved that representative Senate committees, when appropriate, be invited to these meetings; a third directed that the Senate Agenda Committee meet with the President once each quarter; and the fourth requested that members of Senate committees be invited to attend these meetings. Submitted to a vote of the University faculty and accepted, all, with the exception of the last, which elicited no response, were approved by the President in May 1973.

A Role in Governance. Closely related to the problems of communication were the problems of faculty roles in governing structures. Thus another resolution, initially raised at Henderson House, concerned the part that the faculty should have in selecting the next President of the University. Casting its wish in the form of a resolution, the faculty called for the establishment of a single search committee composed of Trustees, faculty, administrators, alumni, graduate students, and undergraduate students. This search committee would be responsible for establishing criteria for the office, soliciting and screening applicants, and submitting a list of suitable candidates to the Board of Trustees.

Such a committee, had it been formed, would have infringed substantially on the Board's traditional right to select the next University president and was met by a counterproposal from that body. A March 12, 1973 meeting was then called between the Senate Agenda Committee and the appropriate members of the Board to iron out the differences. At stake was the Trustees' authority, as allocated to them by the corporation bylaws, to choose the President by themselves and the Senate's right, as allocated to it by its bylaws, to be consulted on matters of faculty concern. Finally, although significantly not until a full year after the point was raised, a solution was arrived at. The solution allowed for an Advisory Committee to be made up of twelve members: three faculty, three administrators, three students, and three alumni. This committee would have the right to meet and interview potential candidates and to recommend its choice. The authority of the Board of Trustees in terms of the final decision thus remained inviolate, although it would be naive to pretend that the recommendation of the Advisory Committee could have been ignored with impunity. (See Chapter XXII.)

Of the other resolutions dealing with the faculty role in governance, two were relevant to the Institute for Off Campus Experience and Co-operative Education. The first requested that there be faculty representation on the Board of Trustees of that Institute; the second that there be a Faculty Advisory Committee for the Institute. Both were rejected by the President on grounds that the Institute was a separate unit, tangential to the main activities of the University and that the faculty, therefore, had no appropriate jurisdiction in this area. Two other pieces of legislation touched on previously argued issues: the establishment of a goals committee and the procedures for selecting academic administrators other than the President. The first required no presidential response; the second was accepted in part by May 1973. A remaining resolution requesting that the University participate in a study on college governance conducted by the University of California gave rise to no problems and was allowed in January 1973.

Financial Issues. Of the six legislative actions relating to financial matters, only one—the Senate resolution discussed above on the cost of living increases—was rejected outright. Others that might be accommodated under existing or projected financial allocations were accepted. Thus a resolution that \$1,000 be allocated each year for expenses of the Faculty Senate, to be disbursed by the Agenda Committee, was approved by the President on January 26, 1973. A recommendation for another 1 percent increase in University contributions to the Teachers Insurance and Annuity Association (TIAA) was passed April 12, 1973, and accepted by the President May 3, 1973, “subject to adequate enrollments and Board approval.” And a recommendation that future budgeting processes, faculty salary increments and fringe benefits be considered a fixed cost of the University was passed May 3, 1973, and accepted by the President “in spirit” on July 7, 1973. Two final resolutions—one, that if additional income was realized over that budgeted in May, 1973, it would be designated for faculty salaries and fringe benefits, and two, that the President would be requested to inform the Senate whether such additional monies had been realized—were passed in May 1973 and accepted in July, although the first was initially greeted with strong reservation concerning a race with inflation, which has been cited previously.

Tenure and Faculty Conditions. Of all the issues discussed by the Senate in 1972–73, none was more hotly argued than the question of tenure. In fact, of the six legislative actions relating to faculty conditions raised that year, all can be seen as ultimately relating to this problem. Two were explicitly related. Thus at the Henderson House meeting there was a resolution “calling upon the Faculty Senate to consult with similar faculty

bodies from the Boston area in order to examine tenure policies and other matters of faculty concern." Another resolution called "upon the Faculty Senate to consider the possibility of collective action in support of tenure policy consistent with the professional and personal interests of the University and college faculties in the Boston area." Both of these resolutions, passed by the Senate February 22, 1973, pertained to the internal operations of the Senate and were not subject to administrative approval. Their passage, however, was symptomatic of the growing intensity of feeling surrounding the tenure issue. Another resolution, proposing a far more detailed grievance procedure than had previously pertained, was also related to tenure in the sense that the new procedure was obviously designed to give the faculty greater recourse in cases touching on tenure and promotion, including cases in which previous Grievance Committee recommendations had not been adhered to. Submitted to the President in May 1973, the procedure was accepted for future use, but the retroactive application, which might have involved a reversal of previous Board decisions, was rejected. With this omission, then, the grievance procedure was referred to the Board and accepted October 1973.

Still two other legislative actions could be seen as related to tenure. One was the Senate's May 1973 resolution that the faculty have the right to inspect its personnel files. Perceived by the administration as an invasion of privacy, it was rejected, although with some qualification that allowed for further study. The other action was a decision to consider in the next session a sabbatical leave program report and to work on a reconciliation of differences between the 1971 Tenure and Promotion Report and the 1973 Grievance Procedure Report.

The record of the acceptances and rejections, cited in all four categories above, clearly illustrates one point: where faculty requests could be accommodated under existing structures and where they did not infringe on the authority of either the President or the Board of Trustees, an authority that included ultimate control of the budget, they were allowed; where such requests were seen to overstep that boundary, they were rejected.

Issues of Senate Business. The final resolutions of the Faculty Senate for that year concerned the reorganization of the Senate itself to become exclusively a body of faculty representatives without any members of the administration (the motion was referred to the Faculty Development Committee), a resolution giving instructors the right to vote in elections to the Faculty Senate (it was accepted by Dr. Knowles in July 1973), and, of course, the resolution for the special Senate meeting to be held early in the year at Henderson House. All of these had in common

the desire to give the Senate more power in relation to the administration and expressed implicitly, if not explicitly, the increasing divergency of viewpoints that was occurring between the two units.

The Unionization Movement

In later years Dr. Knowles tended to attribute many of the problems between the faculty and the administration to actions taken by activist members of the Faculty Senate, particularly the Senate Agenda Committee, during that session of 1972–73. To some extent that is undeniably true; it is also true, of course, that these members were elected as representatives of their colleges by those college constituencies, and even had all those from Liberal Arts traditionally associated with a more radical point of view voted as a bloc, they would not have outnumbered the members from professional colleges traditionally associated with more conservative attitudes. Much more tenable, then, as a source of conflict were the conditions of the time—conditions that touched not only on the 1970s' shrinking academic market and lowered economic expectations, but on the very relations that had traditionally existed between faculty and administration in higher education institutions across the country.

The first indication of this latter change had actually occurred a good four years before the dawn of the new decade when on April 23, 1966, one hundred delegates of the American Federation of Teachers adopted a comprehensive program for unionizing college and university faculties of the United States. The idea was accepted first for the public sector of higher education and incorporated into state laws governing collective bargaining in public institutions. Then in 1970 the National Labor Relations Board (NLRB) extended its jurisdiction under the National Labor Relations Act to the private sector of higher education. These actions taken together effectively changed the entire higher education picture in the United States. For the first time collective bargaining became an alternative way for faculty and administrators to resolve differences that had been previously settled in-house. Perhaps even more important, at least psychologically, the introduction of collective bargaining recognized openly and also for the first time that faculty might not, after all, be partners but simply employees in the education business. This latter insight, realistic though it may have been, was a bitter revelation for many faculty and, in fact, may have contributed to much of the acrimony that surrounded potential unionization on campuses, especially on campuses where faculty felt they were being pushed by an indifferent administration into a role that their pride rebelled against accepting. Such psychological fine lines, however, were all too often overlooked by administrators who dismissed

them as quixotic, while they were simultaneously exploited by proponents of the union who found disillusionment as good a motive as any to swell their ranks. Altogether, then, the new situation was not one leading to blissful complacency.

At Northeastern the threat of unionization was clearly recognized as early as September 1970 when Dr. Knowles, speaking to the Board of Trustees, remarked on the unionization discussions at Boston University and went on to acknowledge the growing movement in this direction: "As budgets tighten and as demands for a role in university governance grow also, so will the press for unionization."⁵² That Northeastern could have avoided such a press was, of course, a situation divinely to be wished but, perhaps, it was one that could not have been realistically achieved.

Nevertheless, it was not until 1972-73, in the same year as the extended Faculty Senate meetings discussed above, that unionization began to become a real issue at Northeastern, and it was not until the following year that it achieved substantial dimension. Thus in the fall of 1972 an informal group of Northeastern faculty began to sponsor a series of meetings to explore the problems of the academic community and alternate ways of dealing with them. It was not until the spring of 1973, however, that the group formally organized itself as the Northeastern University Faculty Organization (NUFO) to present a white paper entitled "On the Problems of Faculty at Northeastern University and Their Solution Through Collective Bargaining." The paper endorsed in its own terms "one clear conclusion: the most significant and pervasive difficulty at Northeastern, in almost every area of our inquiry, is the *lack of means for insuring that faculty interests will affect university decision making.*" The paper went on to pinpoint these interests as tenure, salary, grievances, a voice in University finances, goals, and presidential selection or, in other words, exactly the same interests that had preoccupied the 1972-73 Senate.⁵³ The paper then concluded with the suggestion that resolution lay not simply in continued action of the faculty Senate, which it felt "suffers from being a purely advisory body," but in collective bargaining.

Thus the issue was joined. In the spring of 1973, NUFO had, of course, no extra-University affiliation, but in the summer of that year its steering committee began meeting with representatives of the American Federation of Teachers (AFT), the National Educational Association (NEA), and the Massachusetts Teachers Association (MTA) to discuss such a move, and by November 1973 its membership had voted to affiliate with NEA. Such affiliation did not, of course, constitute the presence of a union at Northeastern; rather, it was only the first small step in a series of complex maneuvers that could lead to that end. These steps included (1) a 30

percent return on "Authorization and Designation" cards distributed to the faculty, which would simply allow NUFO/NEA to petition the National Labor Relations Board for permission to conduct an election, (2) an NLRB hearing on the merits of the petition, if and when the card return warranted, and (3) an all-faculty election, which would be allowed only if the NLRB decided in favor of the petition, and which would determine what, if any, collective bargaining agent would represent Northeastern.

This, then, was the scenario. It was one which was being acted out on many campuses across the country. Indeed, by 1975, 426 faculties in both private and public institutions would have arrived at the election stage, with 90 percent of those who voted having decided for collective bargaining agents.⁵⁴ Just because a situation is common to many, however, or just because one outcome is statistically more predictable than another, does not change the commitment, the pain, and the work of the individuals involved in a particular situation, nor does it guarantee the outcome for that particular event. At Northeastern, discourse over collective bargaining had its own peculiar flavor, its own unique ups and downs, and its own measure of those who were deeply committed to specific, if contrary, principles and of those who could not have cared less one way or another. Unfortunately, however, space precludes detailing these distinctions, and all that can be noted here are some of the general highlights.

Thus, in December 1973 nearly 40 percent of the faculty returned cards designating NUFO/NEA as the collective-bargaining agent. This justified a petition to the NLRB. At this point Northeastern's administration went on record that it would challenge both the faculty's right to a collective-bargaining agent and NUFO's designation of who should be included in it. The latter tactic proved to have far-reaching implications.

In the meantime and somewhat tangential, although certainly related to the Northeastern union movement, was the continued action of the Faculty Senate and Senate Agenda Committee, which in 1973-74 devoted most of their energies to five areas already previewed in the previous session. Briefly these were (1) securing a significant universitywide involvement in the presidential selection process, (2) obtaining the cancellation of the 60 percent tenure policy by college in favor of a tenure policy based on the Faculty Senate's Tenure Report, (3) restructuring the University's sabbatical leave program, (4) improving the Senate's communication with its constituency, and (5) implementing and reviewing the new Grievance Procedure voted by the Senate 1972-73, approved in October 1973. Other issues sent to the President that year included rec-

ommendations for a faculty salary increase of 13.3 percent and a recommendation for a University Committee to examine the role of University police.⁵⁵

In all, sixteen resolutions were sent to the President. Of these, none were accepted outright and only 6 percent were accepted with qualification. Of the remaining, exclusive of the 38 percent forwarded to the Board of Trustees, 19 percent were rejected. The others either elicited no response (often these demanded no response) or elicited a response that was considered unclear.⁵⁶ On the surface, at least, such a record would certainly appear to make justifiable the union supporters' contention that only by collective bargaining could the faculty interests affect the decision-making process. But beneath the surface there existed at Northeastern another reality, which is indicated by the percentage of resolutions requiring the Board of Trustees' approval. It was a percentage that bested the record set the previous year when 11 percent of the faculty's resolutions had required Board approval. Of further significance is the fact that at no other time had any Senate resolutions required such approval. In other words, what Dr. Knowles perceived in the very formulation of these resolutions was a growing move to undermine the authority of the President and to put on the line the decision-making authority of the Trustees. And he was correct.

Though ostensibly the issues might be tenure, grievance, salaries, and so forth, the real problem was who would decide what. A quotation from Robert L. Cord, Chairman of the Faculty Senate Agenda Committee for 1973-74, commenting on that session and the general role of the Senate, supports this conclusion: "Given a new spirit of genuine Faculty-Administration dialogue and shared decision-making authority, I am convinced that the Senate would play a vital and appropriate role in the shaping of University goals and policies. Should this new spirit of collegiality emerge at the University, it is my hope that the Faculty Senate be a viable instrument of academic and University decision-making irrespective of whether the faculty unionizes."⁵⁷

But it was exactly this "hope" that Dr. Knowles could not countenance. His entire career as an educational administrator and particularly as a president had been founded on the faith that legally, and morally, the president was the one with the ultimate responsibility for final decisions—that, in brief, "the buck stops here." If the protests of the students, the dissatisfactions of the faculty at times moved him to outrage, it was an outrage engendered by his own sense of ultimate responsibility for every-

thing that occurred on Northeastern's campus. It was a sense of responsibility that paradoxically had led him to support the formation of the Faculty Senate as an advisory body back in 1961—that led him to pursue an open-door policy throughout his administration allowing anyone from deans to students to come into his office to talk things over—that moved him to create nine vice-presidents of various areas in the University, all of whom would report directly to him. For in all instances, he reasoned, if he were to be ultimately accountable, then he must know firsthand for what.

If this were to assume too much power, to suggest a pride of office, it was certainly not a power lightly undertaken nor a pride related to personal aggrandizement. For Dr. Knowles the office carried with it a full weight of awesome responsibility, and few men were more justifiably sensitive to criticism that implied choices could be either arbitrary or casual. Finally, then, the question of decision making became the focus of the struggle between a president steeped in the tradition of accountability and clear lines of authority and members of the faculty, particularly those who supported the union, who denied that such a situation either could or should continue.

In March 1974 formal hearings began before the NLRB regional director at Government Center in Boston. Although such a process normally took a week, the administration had made clear it would fight every inch of the way. Thus the arguments continued for over sixty days, with University attorneys and NUFO representatives locking horns on almost every point but particularly on the question of who should constitute a legitimate bargaining unit. (See Chapter XX.) By summer, however, the initial hearings were over, and the regional director forwarded the case to Washington. Throughout much of the academic year 1974–75, the case dragged on there, and it was not until the spring of 1975, a full year after the hearings had first begun, that the NLRB ruled: "The college administration may (but is not forced to) bargain with a faculty union about governance matters such as 'faculty participation in the making of administrative decisions and the selection of administrators.'" It was not until the summer of that year that the NLRB issued a decision calling for an election of a collective-bargaining unit agent at Northeastern—an election subsequently scheduled for November 6, 1975.⁵⁸

If this decision was a loss for the administration, nevertheless the long delay, whether calculated or not, provided it with a significant gain. Had the election occurred earlier when Dr. Knowles was still in office and

when the focus of argument was still on the decision-making process, the outcome might well have been different. Under Dr. Knowles the 60 percent tenure quota, the lid on faculty salaries, the faculty's role in goals committees, all of which had surfaced again in the 1974-75 Faculty Senate meetings, had come to be identified with the President's policies, and any concession on his part would have been tantamount to conceding his and the Board of Trustees's right to determine such issues. By January 1975, however, Dr. Knowles had reached sixty-five, and in June of that year Dr. Kenneth G. Ryder duly succeeded him in office.

Certainly and most legitimately the new president could speak for altering such policies and could support a removal of quotas, a raise in salaries, and even the notion of giving the Faculty Senate a larger voice in the decision-making process without in the least implying that such moves were a concession of presidential powers or represented anything but the "new man's" own heartfelt support of the faculty on these issues. Not surprisingly, this was exactly what happened. By September 1975 the new president had announced that the Board of Trustees had voted to rescind the tenure quotas and had approved a 10 percent adjustment in salary ranges. At the same time, implicitly, if not explicitly, President Ryder made clear that he would favor the faculty taking a more active part in the formulation of University goals.

That the new situation threatened the union movement was, of course, clearly perceived by the editors of NUFO's newsletter who, anticipating that some faculty members might well cast their votes in the upcoming election for "no agent," based on the selection of a new President, reminded their readers that "the same Board of Trustees that initiated a tenure quota, then revoked it, is still free to reapply that quota," and that "the only way to prevent the President and the Board of Trustees from taking unilateral action is to ensure that the faculty has a say in making that decision, one that cannot be ignored."⁵⁹

Time and circumstances, however, had unyieldingly intervened in favor of the administration's, and most of all Dr. Knowles's, commitment to the preservation of traditional structures and the traditional decision-making processes. Although the November election was so close as to necessitate a recount of votes, the final result, declared in the spring of 1976, rejected the union, and Northeastern remained at least *de jure* the Northeastern that its third president, ironically now a year out of office, had fought so fiercely to preserve. *De facto*, however, it had inevitably changed. The voice of the faculty heard not only through the Faculty

Senate but through special committees had become a voice that could not be ignored, and the new President would find himself confronted with the need to balance conflicting opinions and to arbitrate decisions in a manner that twenty years earlier could not have been conceived for a university president.

4

The last two sections of this chapter have dealt almost exclusively with the disagreements that emerged between faculty and administration in the last years of Dr. Knowles's presidency. They have done so, not because argument was by any means the only or even the most characteristic relationship that pertained between the two groups, but because in such discord lies the clearest evidence of the kind of changes that had occurred in Northeastern's faculty over the period.

Certainly by 1975 that faculty had become much larger and much more heterogeneous than it had been in 1959. There were now 714 full-time members and over 1,000 part-time members. Of the former group roughly 5 percent were minorities and 25 percent were women.⁶⁰ The areas of professional concern were also different and far more divergent. In 1959 the vast majority of Northeastern's faculty had been in Engineering, with those in Business a close second; those in Liberal Arts and Education made up only a relatively small part of the whole. In 1975, as the apportionment of Faculty Senate seats indicates, Liberal Arts faculty accounted for almost 50 percent of the total number in the basic colleges, with the remaining not only in Engineering, Business, and Education, but now in Criminal Justice, Nursing, Pharmacy, Physical Therapy, and Recreation Education as well. Nor can these rough divisions even hope to suggest the wide variety of special interests that had followed in the wake of the University's vastly expanded programs. Given such variety it would be amazing if the aims and interests of Northeastern's professional staff had remained constantly at one with the administration or even with itself. That they did not is evidenced not only by the conflicts cited above but also by the very length and complexity of Faculty Senate meetings themselves.

In addition to these changes, Northeastern staff had also become professionally more sophisticated. In 1975, 60 percent held terminal degrees as contrasted with 27 percent in 1958-59, while the introduction of graduate and research programs as well as of endowed and named professorships further enhanced the professional status of the community.⁶¹ If on one hand these changes were instrumental in transforming

Northeastern into a major institution increasingly varied and increasingly rich in scholarly opportunities, they may also be seen as factors that contributed to discord as an even more confident faculty began to insist on greater recognition of its views. Growth had not been bought without a price. Nevertheless, it is doubtful that anyone, either faculty member or administrator, would have wished away the new and vigorous Northeastern.

XIX

Northeastern's Corporation and Board of Trustees

IN THE PREVIOUS CHAPTERS A GREAT DEAL OF ATTENTION HAS BEEN PAID TO THE enhancement of academic programs, the extension of the Cooperative Plan of Education, and the changing role of faculty and students at Northeastern between 1959 and 1975. The members of the Board of Trustees and the Corporation, when they have been referred to at all, have appeared at best as shadowy figures, vague participants in the ongoing drama of growth and transformation that occurred during the period. Such an understanding of the role of the Board and Corporation members, however, is anything but just, for it is on these persons that the ultimate legal responsibility for governing the University rests. Thus the changes that occurred within their ranks, in their policies, and in their attitude toward their responsibilities was as much as anything instrumental in effecting all the other changes.

1

In 1958 when Dr. Knowles returned to Northeastern, the chief governing body of the University was—just as it is today—a Board of Trustees, elected annually by and from a self-perpetuating Northeastern Corporation. To this Board were allocated all the powers of that Corporation,

except as otherwise provided by law, and on it rested the ultimate responsibility for the University's goals and policies.

In 1958 this structure had been in operation for only twenty-one years, or since January 22, 1937, and its composition, responsibilities, and attitude toward those responsibilities still bore many of the hallmarks of its origins. To fully understand the implications of this statement, however, and the effect that it would have on the future, it is necessary to go back even further in time to March 30, 1916, when the Secretary of the Commonwealth of Massachusetts signed into law a bill authorizing the incorporation of "Northeastern College of the Young Men's Christian Association . . . for the purpose of furnishing instruction and teaching in all branches of education in connection with or incidental to the purpose of that organization."¹ Thus Northeastern, which had had an educational identity since its first law class in 1898, achieved its first legal identity.

At this point the goals and purposes of the young Corporation, which then consisted solely of a Board of Trustees, were inextricably linked to those of the Boston YMCA. It was a link reinforced by a stipulation of Northeastern's bylaws, which stated that two-thirds of the members of Northeastern's Corporation must also be directors of the Boston YMCA.² But although this alliance might have been appropriate in 1916—after all, the Association had founded the first unit of the College in 1898 and had encouraged its development—as Northeastern continued to expand and add new programs, such a close alliance became less practical and less justifiable.

The history of Northeastern's corporate evolution over the next two decades, then, was largely a history of its growing independence from its YMCA forebears. During this period specific state legislation—that is, legislation that gave the young Institution increasing degree-granting power, culminating in full degree-granting power in 1935, and legislation that permitted it to change its name from Northeastern College of the Young Men's Christian Association to Northeastern University of the Young Men's Christian Association (1922) to, finally and simply, Northeastern University (1935)—contributed to its growing educational identity. At the same time periodic revisions in Northeastern's bylaws strengthened its administrative autonomy. Significant among these changes were provisions allowing non-YMCA Directors to participate in the Board of Trustees: In 1922 the first three non-YMCA members of the Board of Trustees were elected, and in 1932 Robert Gray Dodge became the first non-YMCA Director to serve as Chairman of the Board of Trustees. Still another significant change was the separation of Northeastern's finances from that of the Young Men's Christian Association in 1924, which enabled it to

more closely direct its own destiny (see Everett Marston, *Origin and Development of Northeastern University 1898–1960*, Chapter V, for further details).

It was not until the early 1930s, however, when Northeastern began to seriously consider its first development plan that it became clear that any development would be contingent on a major revision in the corporate structure—a revision that would recognize in law the independence that already existed in fact. Prompting this insight were the conclusions of a report drawn up by an outside consulting firm, John Price Jones, retained by the University in 1930 to do a “Study of Money Raising Possibilities.” According to the firm’s findings, which were presented in 1931, the University would have difficulty in interesting large givers, “particularly the foundations and higher education ‘philanthropists’ of the country,” unless it had an autonomous Board. “Persons of large means might properly hesitate to give to an institution whose control lies with another organization founded primarily for other than educational purposes,” stated the writers of the report, and went on to add: “We see difficulty in attracting to the University Board of Trustees men of influence and vision, outside of the YMCA Directors, while such men have no actual control, in the last analysis, of the University’s management and policies.”³

Faced with these statements and acutely aware that if Northeastern were to survive it must “interest large givers” and must attract to the Board “men of influence and vision,” the Board of Trustees set about to revise its bylaws to accommodate John Price Jones’s criticisms and allow the University to realize its development goals. On January 15, 1936, the amended bylaws were presented for the approval of the Board of Trustees. Central to the revision was the stipulation that henceforth Northeastern would have an independent, seventy-five member, self-perpetuating corporation with the power to elect its own Board of Trustees.

The importance of this new corporate structure to the future of the University cannot be overestimated. Although the functions of the Board of Trustees and its four standing committees—Executive, Facilities, Funds and Investments, and Development—would remain as they had evolved over the years, the fact that henceforth these Trustees would be elected from an independent group of businessmen and civic leaders, the vast majority of whom had no connection with the YMCA, made a fundamental difference to the identity of the organization. Dr. Ell described the situation a few years later: “While the University evolved from the educational work of the Boston YMCA . . . the University is completely autonomous in all respects. . . . The relationship now in effect between the YMCA and Northeastern University is very much the same as that between the Meth-

odist Church and Boston University, between the Universalist Church and Tufts College, between the Baptist Church and Brown University.”⁴

Essential to this autonomy, of course, was the composition of the Corporation, which had now become Northeastern's controlling body. A letter from President Frank Palmer Speare to the Board of Trustees on January 4, 1936, describes the Corporation and indicates the kind of persons who would be recruited and why: “This Corporation would enable Northeastern University to have officially connected with it a large number of prominent men. One of the great needs, which is increasingly evident so far as the University is concerned, is that of having officially related to it a larger body of people who will come to know of and share in its work. This is particularly salient in the light of the development program which the University has in mind for the immediate future.”⁵

The key idea expressed here, aside from that declaring Northeastern's intention to establish a corporation, was that the new membership should be prominent, and willing and able to help the University in its development plans. In Boston in 1936–37, these apparently neutral qualifications meant that members must be white, male, and preferably Brahmin Boston. A glance at the Corporation, which met for the first time on January 22, 1937, bears out this contention. Of the seventy-five members, all were white and all were men. There were no alumni members, but Ivy League, old Boston families were well represented in such persons as Charles Francis Adams, Walter Channing, Joseph Buell Ely, Chandler Hovey, George Pierce, and Leverett Saltonstall, to name only a few. Further, there was almost no one who could not be classified as a top executive in the world of business, finance, industry, or in the profession of law.

Such a membership roster for an education institution on the rise in mid-1930s Boston was not, of course, surprising. Conditions in the nation at large had scarcely allowed blacks to become “prominent.” In addition, Northeastern was still relatively young with a small alumni, the majority of whom had yet to establish themselves in positions of influence; and the inclusion of women, even if they had been prominent, might have seemed an anomaly in an institution that traced its roots to the YMCA. Interestingly enough, however, on May 15, 1936, Dr. Speare did suggest the possibility of “enlisting the interest of some wealthy women in the Development Fund.” This was not, however, construed as an invitation to include them in the Corporation, and instead it was proposed that “there be a luncheon sponsored by some prominent women.”⁶

The predominance of lawyers, businessmen, financiers, and industrialists on Northeastern's early Corporation is also attributable to the conditions of the time and the character of the Institution. In the United States,

particularly during the Depression, those who could best help the University in its development were most likely to be in these professions. Furthermore, at this point Northeastern's major strengths were in business, engineering, and law—the School of Arts and Sciences was only a year old—and it was natural to seek support from persons whose interests were served by the Institution. The general configuration of the Corporation, then, which would remain very much the same for the next twenty years, was particularly appropriate to the period and the Institution's goals: to further secure the reputation of Northeastern as a distinct educational entity apart from the YMCA and to raise funds for its development.

How much of the Board of Trustees' energies were devoted to these ends and how they were effected is born out by a quick review of the minutes between 1936 and 1958. The Board of Trustees consistently revised its bylaws to reduce the number of its members who must also be YMCA members—the 1936 bylaws had determined that there should be ten such overlapping directors. By 1937 the number had already been reduced to eight, and by the 1940s there were no overlapping directorships. At the same time the purpose of the Corporation was also reviewed. By 1947 the bylaws had been stripped of all YMCA references to read simply that Northeastern was organized "for the purpose of providing instruction in all branches of education and doing anything incidental thereof."⁷ During this period the Corporation extended its membership, which by 1958 had reached 122 persons, and expanded the Board of Trustees from 20 in 1936, to 31 in 1937, to 40 in 1940. The rationale behind the first move was to increase the number of persons who might be expected to take an active interest in the development of the Institution. The rationale behind the second move was the same as that articulated by President Speare in his 1936 letter that "the number of Trustees should be increased so that there can be more active participation."⁸

Nevertheless, participation in these years was largely confined to the aforementioned areas of fostering an independent identity and of fund raising. It was a participation that depended as much on connections as on overt action. This is not to imply that these men were passive; they were not. Robert Gray Dodge, who was elected the new Chairman of the Corporation and reelected Chairman of the Board in January 1937, had taught Northeastern's first law class in 1898. No one could have been more ardent in his dedication to the Institution's success. Further, many of the 1937 members of the Board of Trustees had been simply reelected to their positions by the new Corporation and could point to long records of service. However, just as the needs of the University had been largely determined before the Corporation had been established, so, too, the

necessity to initiate new goals and policies, to establish new directions, were not early priorities.

By 1959, however, Northeastern had well established its educational entity apart from the YMCA, and the dedication of the Graduate Center on September 8, 1959, had brought to fulfillment the development of goals established in 1934. Thus, coincident with the appointment of Dr. Knowles as President and Byron K. Elliott as Chairman of the Board of Trustees, replacing Robert G. Dodge, a new age began for the Corporation and the Board of Trustees—an age that can be characterized as one of vigorous and enthusiastic dedication to the development of Northeastern, not simply as an independent entity but as a major modern university. This was also an age when by virtue of circumstances the Board was to take a far more assertive role in reaffirming the particular character of the Institution.

2

When Dr. Knowles assumed the presidency, Northeastern's Corporation and Board had very much the same character and orientation as they had in 1937. They were still exclusively white, exclusively male, and still had a disproportionate representation of Ivy League, old guard Boston in relation to the number of alumni. Further, while the Board of Trustees was far from a rubber-stamp organization, the degree of its active involvement in the University was relatively limited. The next several years would see a fundamental change in both these areas.

The first of these changes began in 1959 with the support of Dr. Knowles, who was an active proponent of the idea that Northeastern's Corporation should include among its members many more of the Institution's own alumni. His reasoning was simple: If the University were to truly fulfill "its great promise for the years to come," it would have to actively involve all members of the community. If it were "to attain the greatness that is her destiny," it should acknowledge the accomplishments of its past, particularly as demonstrated by the achievements of its graduates. One way to do this was to recognize that the term "prominent" was by now applicable to Northeastern's own alumni. Thus he began to encourage the Corporation to add such members.

It should be noted here that the President of Northeastern had no more direct say in the selection of the Corporation and Board of Trustee members than he would be likely to have in any other organization. The Board selected him, not vice versa. It would be naive, however, to assume that the chief executive officer does not exert influence in these matters. It would be particularly naive in relation to Northeastern where both Dr.

Speare and Dr. Ell had held important positions in the University before the 1936-37 Corporation was formed. Both had been instrumental in recruiting its members, and certainly Dr. Knowles was not reticent in supporting alumni appointments.

In November 1959, then, at the first Corporation meeting under the new President, seven of the twelve men proposed for membership were Northeastern graduates; in 1960 the figures were six out of twelve, and in 1961 six out of nine. These figures, although impressive, are not quite as startling as they might first appear. At this time Northeastern's Corporation included a maverick category called "Alumni Term Members." This meant that four alumni were elected periodically to serve as members for a specified four-year term. They were not then eligible for reelection in this category but might later become regular members. This provision had been introduced in the mid-1950s as a way to initiate graduates in University governance. It was Dr. Knowles's feeling, however, that such a category suggested a trying out period, a lack of faith. With his support, then, the group was abolished in 1966, and alumni were encouraged to become regular members. By 1967 there were forty-five alumni members of the Corporation, ten of whom were elected to the Board of Trustees, and by 1975 their representation had increased to seventy with seventeen on the Board.

The appearance of more alumni on the Corporation and subsequently on the Board of Trustees was the first major change in the character of these structures that occurred during the third administration. This, however, was not the only change. During the same period the Corporation also moved to broaden its base by including persons from a wider professional spectrum. In the late 1960s and early 1970s, the Corporation began for the first time to recruit women, blacks, and younger persons. These latter moves were largely prompted by a desire to demonstrate the Corporation's responsiveness to the changing world beyond Huntington Avenue and to make that body more representative of the changing constituency of the University itself. Thus in 1968, Frances Commins (Mrs. John B.) Kennerson, Boston-Bouv  , '28, became the first woman on the Corporation. In 1969 Edward E. Brooke (Hon. '64), Victor C. Bynoe (E'37-L'46), and Kenneth A. Loftman (E'51-B'53) became the first three black members. And in 1972 Beverly A. Bendekgey (LA'69), graduate student at the Fletcher School of Diplomacy, became the first graduate student to serve. A survey of the occupational distribution of the Corporation in 1975 reveals that of the now one hundred seventy-five members, three were U.S. Senators (one retired), nine were educators, and two were editor/publishers. There were also an artist, a housewife, and a student,

as well as bankers, businessmen, lawyers, judges, financiers, industrialists, and accountants. Of this group seventy were alumni, eleven were women, and one was black, with professional distribution also being significantly representative.

It would be impossible, of course, to assess the exact impact that this changing composition had on the policies of Northeastern. It is, however, possible to note some of the major policies it approved, the priorities it accorded, and the attitude it took toward its responsibilities and to draw some inferences.

3

In 1959 Byron K. Elliott, as Chairman of the Corporation and the Board of Trustees, welcomed Dr. Knowles to Northeastern with the hope that under his administration the University would "attain the greatness that is her destiny." That the Board of Trustees under Judge Elliott would interpret this greatness to mean a vast expansion of Northeastern's educational and social mission as well as its physical and financial resources soon became clear, and certainly such expansion was a top priority during this period. It is, of course, possible to assert that development was a continuing policy of the Institution, but the character of the new plans, which the Board of Trustees worked on in conjunction with the administration between 1959 and 1961, and which were announced as the Diamond Anniversary Development Program in November 1961, differed both qualitatively and quantitatively from those approved by Northeastern's earlier Board of Trustees in April 1934. At that time the Trustees had given their cautious approval to the raising of \$4,000,000; the 1961 Trustees approved \$40,000,000. Even taking into account the differences in values between the two periods, the second figure implies a substantial increase in commitment and confidence as well as a willingness to dare.⁹

From the beginning it was evident that the success of the Diamond Anniversary Development Program (DADP) would depend not only on the vigorous and continued support of the Trustees but also on their active involvement in the organization and ongoing business of the campaign. Much of the responsibility fell, of course, on two standing committees of the Board: Facilities and Development. The first of these came under the Chairmanship of Earl P. Stevenson, who had served in that role since 1943 and whose vast knowledge of Northeastern's physical needs made him an eager and wise overseer of its growth between 1959 and 1971 when he retired his Chairmanship. The second committee was chaired by Edward Dana (1945-1960), David F. Edwards (1960-1963), Harold A. Mock

(1963–1966), and Farnham W. Smith (1966–1971). In each instance these men showed an imaginative appreciation of the University's development potential—an appreciation that translated into ever-increasing assets. In 1972 an amendment to the bylaws combined the two committees in the interest of even greater efficiency. Farnham Smith assumed the Chair for 1972 with Donald Smith taking over in 1973. That the support of these committees as well as that of other Trustees was unfailingly forthcoming is clearly evidenced by the continuing physical development of the University and the amount of funds raised, which exceeded even a revised goal of \$65,000,000 by some \$2,700,000 (see Chapter XXI). It is perhaps also relevant to note here that of the ten volunteer campaign leaders of the DADP, five were alumni members of the Board of Trustees.

The same willingness to dare that was implicit in the Board of Trustees' public statement that Northeastern would raise the unprecedented amount of \$40,000,000 in twelve years also characterized its attitude toward educational and physical expansion. These were, after all, the years when the Board approved not only the addition of new basic colleges but also broke with tradition to support the Institution's expansion into graduate work and research (see Chapters IX and X), and these were the years it approved extension into the suburbs.

It was also during this period that the Trustees approved policies reaffirming some traditional Northeastern values by putting a new and more expansive construction on them. Thus it supported the extension of Northeastern's Cooperative Plan of Education, approving, for example, the University's participation in the National Commission for Cooperative Education, the Institute for Cooperative Education, and the establishment of the Research Center for Cooperative Education. Further, it approved policies that would extend Northeastern's commitment to the community, giving its sanction to such programs as the following: Dr. Melvin Howard's Reading Improvement Clinic, which served not only Northeastern but the community; Boston-Bouvé's recreation program for handicapped and inner-city children; and the Ford Foundation Negro Scholarship Programs, the African-American Institute, and to the Martin Luther King, Jr. Scholarship Program, all of which opened the doors of the University to persons who might otherwise be excluded from its resources.

All of the aforementioned policies characterize Trustees who were willing to try the untried and who understood their mission now extended beyond policies that would simply make the Institution respectable toward policies that would make it a central force in higher education. But although all of these policies might suggest a group of persons who were flexible and innovative in their interpretation of Northeastern's educa-

tional and social mission, it was also a Board that was very careful and conservative in terms of its fiscal responsibilities. Throughout the period its Committee on Funds and Investments, which was chaired by Lawrence H. Martin from 1959 through 1973, and then by D. Thomas Trigg, supported an investment policy that was essentially prudential rather than experimental. The success of this approach is perhaps best measured by the fact that in the 1970s, despite the recession, Northeastern's endowment did not suffer but remained steady.

During the same period the Board of Trustees, often acting through the Executive Committee, which in accordance with the bylaws had general supervision of financial affairs, kept a close eye on the operating budget. Under the Committee's various chairmen—David F. Edwards (1957–1960), S. Bruce Black (1960–1962), William M. Rand (1962–1966), Harold A. Mock (1966–1969), and Richard P. Chapman (1969–)—a consistent policy was maintained that would assure a favorable end-of-year balance between annual operating costs and income. To assure that the University would remain attractive to prospective students and that academic building programs would continue, the Committee supported periodic increases in tuition and charges as need warranted but never sanctioned inroads into either endowment or other principal funds. Nor, significantly, did the Committee ever find it necessary to contemplate such an incursion.

As the Board of Trustees was conservative in fiscal policies, so also was it conservative in the interpretation of its jurisdiction and responsibilities. In the late 1960s as the war in Vietnam and the struggle for civil rights at home called into question the authority of the “establishment,” faculty and students across the country began to insist on more voice in the control of their universities, demanding representation on governing boards. Although many institutions conceded to the idea, Northeastern was adamant in rejecting it.

The reasons behind the decision were twofold: It was the contention of the Corporation that such concession would usurp its right to choose its own members; it was also the contention, particularly of Dr. Knowles, that such a change would undermine the policy-making function of the Board. In 1936 the Corporation had been formed to create an autonomous independent body, free from what was seen as the vested interest of the “Y,” and the new demand seemed an echo from the past, a threat to hard-won autonomy. In the past Dr. Knowles had worked with education boards that allowed faculty representation and observed that their policy-making role had been complicated by problems of self-interest. Thus he concluded, and the Corporation agreed, that faculty/student representa-

tion, while it might help a particular constituency at a particular time, did not necessarily work in favor of an institution taken as a whole within a historical context.

With Dr. Knowles's support, then, the Board chose to reject faculty/student members and to introduce instead two new standing committees, a Committee on Academic Affairs and a Committee on Student Affairs, both of which would have policy-recommending functions. Toward this end the former might consult with members of the faculty, the latter with members of the student body. The two committees, which were designed to open new channels of communication but leave intact the prevailing functions and jurisdiction of the governing body, were duly approved by the Corporation as bylaw amendments on November 26, 1968. (See Chapters XVII and XVIII for details of the function and formation of these committees.)

During the next half decade both committees met frequently, often inviting members of relevant constituencies to present their views. In the early years the Committee of Academic Affairs, first under Chairman Richard P. Chapman (1968–1969) and later under Donald B. Guy (1970–), largely handled academic program matters. Thus, for example, in one month alone, April 1970, it considered and recommended proposed doctoral programs in Engineering and Medicinal Chemistry and master's programs in the College of Liberal Arts and Boston-Bouvé.

After March 1972, however, following the full Board's recommendation of a 60 percent tenure quota for all colleges, much of the Committee's activities focused on tenure-related problems. Predictably, in the area of academic programs the Committee generally made recommendations in accordance with faculty suggestions but in the area of tenure supported the administration and the will of the entire Board of Trustees. Exemplifying the situation was a meeting on April 27, 1973, when the Committee considered the report of the Faculty Senate and the argument of faculty representatives that tenure percentages should be increased. At the same time it also heard Dr. Knowles's observations that Northeastern was at a plateau in enrollments, that the University could not justify retaining faculty if it did not have the resources to support them, and that if tenure percentages were set at 70 percent, the University's obligations would be substantially increased. Significantly, the Committee agreed with Dr. Knowles and did not recommend a change.¹⁰ In general, then, the Committee on Academic Affairs supported policies that recognized the authority of the faculty in educational matters but gave precedence to the

Board of Trustees and the administration's views on matters such as tenure, which the Committee felt were properly in their province.

During the same period the Committee on Student Affairs also met with students at frequent intervals. During the months of student unrest, these meetings were not always benign, although under the level-headed guidance of Robert H. Willis, Chairman (1968–71) and Chaplin Tyler (1971–), they were perhaps less stormy than they might have been. In general, the Committee was generous in recommending policies that it saw as the legitimate concern of the students. For example, it supported "life style changes" but would not concede to the students' demands on the ROTC because it felt that this decision was a matter for the Trustees and the chief executive officer of the University to determine.

The preservation of existing jurisdictional patterns manifest in the above examples was equally true of the entire Board of Trustees' attitude toward the faculty's suggestion that it should participate in the presidential selection. To choose the chief executive officer had been the prerogative of the Trustees since 1916, and in 1973 when the issue of choosing Dr. Knowles's successor first arose, it became clear that the current Board had no intention of ceding its authority in this area. For the next year the issue was contended until in spring 1974 a compromise was arrived at in the form of an Advisory Committee, which was made up of students, faculty, administration, and alumni representatives, and which would have the right to interview potential candidates and make recommendations. The final decision, however, remained, as it had always been, with the Trustees. It is interesting to speculate what might have happened had the recommendations of the Committee differed from the choices of the Board; fortunately they did not. (See Chapter XXII for discussion of the presidential selection process.)

In 1972 Byron K. Elliott retired as Chairman of the Corporation and of the Board of Trustees. Under his astute and farsighted direction, that governing body had approved policies that led to the University's greatest period of physical, financial, and educational expansion. Such development would not have been possible apart from the favorable social, political, and economic conditions of the time. It would not have been feasible apart from Mr. Elliot's ability to perceive and choose from a myriad of opportunities those that would be best for Northeastern. And it could not have been achieved without the close cooperation between all members of the Board and the President. Particularly fortuitous, however, for the achievement

of Northeastern's goals was the complementary working relationship that existed between the Chief Executive Officer and the Chairman of the Corporation and Board. Indeed, had Asa S. Knowles and Byron K. Elliott been deliberately chosen as a team, the match could not have been more fortunate, and for this reason the relationship warrants some recognition.

Both Byron K. Elliott and Asa S. Knowles had come to office within the same year. Both were deeply dedicated to the development of Northeastern, and both were tough-minded businessmen whose down-to-earth, solid appreciation of practicalities, good organization, and financial soundness had given them substantial careers outside Northeastern. Dr. Elliott, at the time of his appointment to the Chair of Northeastern's Corporation, was President of John Hancock Mutual Life Insurance Company; Dr. Knowles's prior and highly successful educational career has been noted in Chapter II. The approach of these two men to administrative decisions, however, was different. Thus, whereas Dr. Knowles tended to "get steamed up" over an idea, to pitch his not inconsiderable energies into almost any promising project and then make it work by sheer force of that energy, Byron Elliott was more given to mulling things over, to acting if not more slowly, then more patiently. In this sense they perfectly complemented each other. Dr. Knowles offers an illustrative anecdote:

It was toward the end of the 1960s; I had become interested in a potential merger with the New England Conservatory of Music. Dr. Elliott did not reject this idea but he did point out certain ramifications: the tremendous work that would be involved at a time when we were already developing two new major programs, Criminal Justice and Law; the financial obstacles that would have to be overcome; the temperamental differences between the administrators of Northeastern and the Conservatory. He did not say "no." He wouldn't have and, had I decided to go ahead, he would have backed me up. But somehow I decided not to go ahead.¹¹

Although it would be impossible to determine exactly how much this lucky coincidence of balancing personalities contributed to the steady and very extensive development of the Institution during the period, that such development did take place and that no internal arguments marred such progress can, of course, be ascertained.

In 1972, the Corporation chose its new Chairman, Robert H. Willis, and again, perhaps fortuitously, the traditionally close relationship that existed between the Board of Trustees and the President continued. By 1972 times, of course, had changed. The age of development over which Byron K. Elliott had presided with such executive skill was finished. Recession, inflation, decline in the traditional college-age student pool, contin-

uing tensions, and suspicion of the "establishment" that had followed in the wake of Vietnam provided the context in which the governing boards of colleges and universities had now to choose their direction. It is perhaps no coincidence that against this background Northeastern's Board of Trustees elected as chairman a person who, as a member of the Corporation since 1961 and of the Board of Trustees since 1964, had not only demonstrated a thorough understanding of the Institution but who, as Chairman of the Student Affairs Committee, had in a sense earned his spurs in the face of conflict. That their choice was well made would be amply demonstrated in the course of the next several years.

Between 1972 and 1975 the thrust of the Board's attention was on completing the Diamond Anniversary Development Program, on continuing the forward momentum of the Institution, and on preserving the character of the University in the face of dramatic changing economic, social, and political conditions. As a consequence of these conditions, much of the Board's efforts went into matters related to tenure, to the growing agitation on the part of some faculty for a union, and on the problems of presidential selection. As a comment on the results of these efforts, it should be noted that the Diamond Anniversary Development Program was successfully concluded at \$2,700,000 above goal and that the problems of tenure and unionization were finally resolved—although not until 1976—without fundamentally altering the traditional jurisdiction of the Board of Trustees or the organization of Northeastern.

In 1975 Dr. Knowles stepped down, and the new President, Kenneth G. Ryder, was selected by the Board of Trustees in accordance with the traditional bylaws but also, and for the first time, with the agreement of faculty, students, alumni, and administrators. This fact alone suggests that a new era, which would make new demands on Northeastern's governing board, had opened. How it would accommodate these changes, however, was a problem for the future.

XX

Administration and Control

ALTHOUGH IN THE EYES OF THE LAW IT IS NORTHEASTERN'S CORPORATION, through its Board of Trustees, which has the ultimate authority for governing the University and which is legally responsible for its policies and decisions, in the eyes of most faculty, students, and alumni it is the President who represents the University. Nor is this view misguided. After all, it is the President who translates the shadowy generalities of policy into the specifics of everyday action, who, by virtue of the administrative power vested in him through the bylaws, determines what shall be done by whom and how, and who recommends to the Board of Trustees what new actions should be taken.

Such a role is not, of course, exclusive to Northeastern's President. In any large corporation, be it General Motors or the university, the chief executive officer is selected to execute the general will of the board and to assure that the daily management of the institution reflects that will. What distinguishes Northeastern's presidency, however, from that of other organizations, and one Northeastern President from another, is not the general character of the job but the way it is interpreted: the degree of independence the Board allows, the

managerial principles of its chief executive officer, the priorities he perceives, and even the conditions of the time itself.

1

At Northeastern, under both Dr. Speare and Dr. Ell, past practice dictated that the President enjoy a great deal of independence. In 1916 it had been accepted that Dr. Speare, who had been responsible for running the Boston YMCA Educational Division, would know best how to manage the newly incorporated schools, and he was selected President. The major concern of the Trustees at this point was the relationship between the two organizations—the “Y” and Northeastern—and the development of a separate corporate identity. The problems of internal management, they felt, could be safely entrusted to the experience of Dr. Speare. This attitude continued as the educational importance of Northeastern grew, and the problem of finding the Institution a home began to preoccupy the Trustees. It was this issue that had prompted the founding of the Corporation, and after it was founded and for the next two decades under Northeastern's second President, physical development remained the central concern. This is not to say that under Dr. Ell the Corporation and the Board functioned solely as fund raisers; it is to note that in 1940 the Trustees chose as their chief executive officer a man who only a few years earlier had helped recruit them. They were thus predisposed to trust his judgment just as the earlier Trustees had been predisposed to trust that of Dr. Speare. Consequently they limited their role in internal affairs to advice when approached and consent when requested. By the time Dr. Ell in his turn stepped down and recommended Dr. Knowles as his successor, the precedent of Trustee noninterference in internal affairs had already been well established.

Freedom to run the Institution as they thought best, however, did not mean that all three Presidents would run it in the same way. In 1925 Dr. Speare, having appointed Dr. Ell as Vice President and Dean of the Day Division, delegated to him and to his counterpart, Dr. Everett Churchill in the Evening Division, almost all of the administrative responsibility for their respective areas. Although the President presided at regular meetings with his Executive Council—the vice presidents and University officers—he largely left to them the burden of internal administration, reserving for himself the role of one who approves rather than actually executes.

Dr. Ell, on the other hand, was far less inclined to delegate authority.

To him the bylaw stating "the President shall have general supervision and direction of all schools and departments within the University" meant something far more active than it had to his predecessor. In 1940 he described the duties of the President as "responsibility for the general direction of the University development program, selection and appointment of faculty on recommendations of the Deans, allocation of University budget appropriations."¹ These were the tasks that he felt called on to fulfill directly, and to those ends he used his administrative staff more in an advisory than decision-making capacity. Under his administration the academic organization of the Institution remained as it had been, an essentially autonomous day and evening institution, with Dr. William White, now Director of the Day Division, and Dr. Everett Churchill (later Dean Albert Everett) as Director of the Evening Division, reporting directly to him. On paper this structure represented no change from past practices, but in actuality Dr. Ell had far more to say about what went on in either division than had his predecessor. Legend has it that not a pencil was purchased in Huntington Avenue without the ultimate approval of the President, but whether the tale is apocryphal or not, it does suggest the strongly centralized control that existed under the second President.

If such an approach needed justification, and there is no indication that it did—after all this was long before the notion of participatory democracy had become the rallying cry of institutions—then it would have been justified on grounds that Northeastern was small, with a tiny endowment, a place where every nickel counted, where one move in any part of the University could easily affect the balance of the whole. Dr. Ell did not shirk the burden of accountability, but he had no intention of being blithe about that for which he would be held accountable.

Dr. Knowles's administrative style embodied elements of both these approaches. The sheer size of the University as it was beginning to exist in 1959 and as it would surely come to exist in the next decade operated against continuance of Dr. Ell's highly centralized administrative policies. Even if Dr. Knowles had been so inclined, which he was not, it would have been impossible for any one man to concern himself personally with each and every one of the diverse activities that were becoming part of Northeastern. Thus the new President was both willing and ready to delegate large areas of responsibility. At the same time, however, he firmly believed that the President should and must take an active part in daily management, and that although it might be appropriate for persons most closely involved in certain areas of University business to decide *how* something should be done, it was never appropriate for the President to delegate to anyone else the decision of *what* should be done. Years later

a colleague discussing Dr. Knowles's administrative technique noted that he had a genius for organization, for coordination, for determining priorities. "He could write a damn good outline but he neither wished nor felt it was his responsibility to fill in all the details." The administrative changes that occurred under Dr. Knowles between 1959 and 1975 clearly reflect this point of view.

2

In 1959 a first concern of the new President was to retailor the management structures of the University in a fashion that would allow them to accommodate anticipated growth. Under Dr. Ell the University and the administrative staff appointed to manage it had been relatively small. After the President the single most important administrator was Dr. William C. White, who had been with the University since 1925 and who, as Vice President and Provost, aided Dr. Ell in the general management of the Institution, with particular responsibility for the academic affairs of the four basic day colleges. Other principal officers included Albert E. Everett, whose official title read Dean, School of Business and Director of the Evening Division and who in a sense served as Dr. White's counterpart for evening programs, and Lincoln C. Bateson, Financial Officer, who designed Northeastern's budget, maintained all financial records, and supervised the management of student accounts and veterans' affairs. There were also Edward S. Parsons, who had joined the University in 1922, becoming Business Manager in 1953, and who had responsibility for plant management, for purchasing and for auxiliary services, and Milton J. Schlagenhauf, another person who had been with the University since the 1920s and who had responsibility for all University functions. Together, the areas supervised by this group covered most aspects of University management, and together these men constituted an Executive Council, which met weekly with Dr. Ell to keep him informed on the myriad details of University business.

Although it is the temptation of many new presidents to make a clean sweep, introducing new staff almost immediately, these were persons whom Dr. Knowles knew either from his previous time at Northeastern or from his period of orientation and whose judgment he trusted. Thus, with the exception of Professor Schlagenhauf, who retired in June 1960 and was succeeded by John S. Bailey as Director of Public Relations, the membership and responsibilities of the Council remained constant in the early years of the administration, although Dr. Knowles did add two persons. These were Loring M. Thompson, Director of University Planning,

and F. Weston Prior, Director of University Development. Both of these directorships were new positions—Dr. Thompson had joined the staff in the spring of 1959, Mr. Prior that September. Both appointments, however, had been prompted by Dr. Knowles, who felt that in the face of potential expansion those areas previously handled by Dr. Ell alone should be formalized and professionalized. The placement of the two men on the Council underscored this feeling.

Nevertheless, while the Council remained the same in terms of its general composition and responsibilities, in terms of its relation to the overall management of the University its role did alter. Under Dr. Ell the Executive Council had served as the chief conduit for the President's knowledge of University affairs. In a small university where control was highly centralized, such a device was sufficient. It was Dr. Knowles's contention, however, that in a vastly extended operation there must be more avenues of communication, more input into the decision-making process. Thus, in early 1960, he introduced an Academic Council, which would serve the same function for academic administration as the Executive Council did for general administration. The new body was made up of deans of the various colleges and other principal academic administrators whose responsibilities cut across college lines. Such members included the following: the Vice President and Provost, Dr. William C. White; the Dean of Adult and Continuing Education, Dr. Albert E. Everett; the Dean of Administration of the basic day colleges, Professor Kenneth G. Ryder; the Dean of Admissions, Gilbert C. Garland; the Dean of Students, Gilbert G. MacDonald; the Dean of Lincoln Institute, Donald H. MacKenzie; the Director of the University Library, Roland H. Moody; the University Registrar, Rudolph M. Morris; the Dean of Research Administration, Carl F. Muckenhoupt; the Dean of the Graduate School, Arthur A. Vernon; and the Dean of Cooperative Education, Roy L. Wooldridge.

The major function of the Council was to deal with issues pertinent to all aspects of academic affairs, including the institution of new colleges and programs, and to discuss these in special session with the President. The Council was also charged with reviewing the qualifications of potential graduates and with recommending to the Executive Council those persons who were qualified to receive degrees—tasks that had previously been handled by the Executive Council alone.

The new Council marked one early way by which the third administration attempted to get more input into the decision-making process. Still other avenues of communication were provided by a series of advisory committees, which Dr. Knowles initiated almost immediately on coming to office. These committees, including one on planning, one on graduate

school policy, one on research policy, and one on faculty policy, have been discussed in Chapter III, and the details need not be repeated here. It should be noted, however, that each was staffed with University personnel who were well versed in the intricacies of a particular area, and each was to make recommendations to the President on possible changes that would allow the University to remain as solvent and as effective as it had been in the past and at the same time allow it to meet the accelerating demands of the space age. Thus the committees gave advice; the President alone, however, chose what would be done and saw that it was implemented.

Early in his career, Dr. Knowles had written that "success in management is a result of an ability to use management principles in balancing conflicting opinions of adviser specialists in order to arrive at decisions which are advantageous to all concerned."² All of the actions cited above may be seen as early ways by which Dr. Knowles attempted to apply this principle to the problems of Northeastern's management.

As Dr. Knowles, through his councils and committees, became increasingly aware of the anticipated needs of the expanding University, he also began to appoint new officers, design new offices, and redesign older ones to meet these demands. In early 1959, as noted above, he had prevailed on Dr. Ell to establish an Office of Planning that would systematize and professionalize Northeastern's planning processes. Shortly after inauguration he set up an Office of Development, which would have the same effect on the acquisition of new resources for the University. Other offices established or redefined that first year included an Office of Public Relations, which would formalize and extend many of the duties previously handled by Professor Schlagenhauf, and an Office of University Personnel, which would centralize general responsibility for the recruitment orientation, and promotion of nonacademic employees. Both offices came initially under the jurisdiction of John S. Bailey. Other new offices were the Office of University Publications under Descomb T. Stewart and the Office of Alumni Funds under William A. Lovely, Jr. The latter, which reported to the Office of Development, assumed control of alumni giving and thus freed Professor Rudolf Oberg, Director of Alumni Relations, to devote more time to an anticipated increase in the social activities of alumni groups (see Chapter III). In each instance these new or redesigned offices assumed responsibility for some aspect of University life that had previously been handled either directly by the President or informally by other officers, and in each instance the new arrangement recognized that in the face of expansion such areas could no longer be handled by a single person or by one preoccupied with other tasks.

Concurrent with the development of these offices were the appointments of new professional administrators. In 1959 there were nine such appointments, in 1960 there were thirteen, and in 1961 there were seventeen (see Appendix H). As significant as the rise in top administrative officials was the rise in administrative support staff. Although no exact figures exist for 1958–59 that break down staff into specific job categories, a statement in the inauguration address lays claim to a “faculty and staff of approximately 800 persons including day and evening personnel. In addition, it has some 150 secretarial and maintenance personnel.” In 1964 secretarial staff alone was 186, buildings and grounds, 53, and total staff including 1,043 faculty and research members was 1,535.³

Despite these increasing numbers, and perhaps paradoxically, Dr. Knowles was not himself an admirer of large administrations. He felt very strongly that nonacademic personnel should be kept to a minimum, and one of his protests against later federal legislation was the need it created for larger and larger support staffs to oversee its implementation. On the other hand, he did feel that a major institution on the move could not afford to let an opportunity to publicize itself slip by simply because it had only one public relations person. Nor did he feel that a major institution could afford to miss a grant deadline because of insufficient typists or to lose a potential loan because no one knew it had become available. Thus, he would willingly augment staff to increase performance, but he would never willingly augment staff simply to supervise a static work load.

During the same period and also in recognition of increasing work loads and/or new responsibilities, Dr. Knowles changed the designation of some officers. Thus in 1959 Gilbert C. Garland became Dean as well as Director of Admissions, reflecting the importance Dr. Knowles accorded that office. That same year the title of the Department of Cooperative Work was changed to that of Cooperative Education—a name that Dr. Knowles felt more appropriately described the function of that unit—and Roy L. Wooldridge became its Dean as well as Director.

Implicit in the appointment of new personnel and in the professionalizing of offices was a new and broadened distribution of responsibilities. Under Dr. Ell, the President had been closely involved in almost every detail of administration, and all decisions, minor as well as major, ultimately filtered through the front office. Although such an approach might have been both practical and prudent in a small university, Dr. Knowles was well aware that in a multifaceted institution it would not only be impossible but could easily undermine the effectiveness of his staff. Thus he chose his people carefully but after that delegated to them a degree of

responsibility in the implementation, if not the formulation of policy, that had heretofore been unknown at Northeastern.

In general, this expansion in leadership and the broadened distribution of responsibility that accompanied it was greeted happily by staff members. Although in later years the increase in personnel would bring with it a necessary depersonalization and problems concurrent in that situation, in the early years most administrators simply exulted in the new freedom to direct their own particular areas of interest. This is not to say there were no problems, but ironically any problems tended to be ones that were usually grounded in the new freedom itself. One administrator remarked: "Dr. Knowles determined what should be done, i.e., he outlined the problems, but he left you free to resolve them. He always seemed to have perfect faith that if he picked you to do something you could do it—even the impossible. It was a very heady experience. Very gratifying to the ego." He paused and smiled wryly, "I never felt under so much pressure in my life."

Of all the new administrative responsibilities that Dr. Knowles delegated to his staff, however, that which was most cherished but most difficult for some staff members to handle came in the area of budget. Under Dr. Ell the University budget had been calculated by the President in conjunction with Dr. White, who as Vice President and Provost assumed a great deal of responsibility for financial affairs. These two men, as well as Lincoln C. Bateson, Financial Officer, determined how much would be spent on what, with very little input from individual departments. In 1959 Dr. Knowles introduced the then startling idea that the various areas of the University should submit estimates on their projected operating expenses, which were then reviewed by him and Lincoln Bateson in relation to the entire University budget. Departments were then allotted a specified amount in keeping with their needs and that of the entire University and authorized to disburse such funds as they saw fit. For many, used to being told exactly how much could be spent on what, it was an awesome responsibility to be assumed only with profound reluctance. The move was, nevertheless, a first step toward the principle of collegiality, of shared responsibility in University administration.

The idea of collegiality—the notion that colleagues should play a part in the administrative process—was one of the most important early innovations of Dr. Knowles's administration. Its most concrete expression, of course, was in the formation of the Faculty Senate. The development of this body, which was encouraged by Dr. Knowles and which met for the first time in the fall of 1961, did not initially have any formal role in

the decision-making process (see Chapter XVIII), and to this extent it is tangential to a discussion of administration during the period. Nevertheless, inasmuch as its recommendations did carry weight, a weight that increased considerably over the decade, it did become a very important factor in determining how the University could be managed.

In later years Dr. Knowles's willingness to delegate authority, to share responsibility in the implementation if not the formulation of University policy, became a central issue in the University's argument against unionization. In the eyes of the administration, the fact that the faculty, either through the Senate or through faculty committees, had a decisive voice in hiring, firing, tenure, and promotions and that it had input into the budgeting process, qualified them as management and disqualified them to become members of a collective bargaining unit. This argument, which questioned the very legitimacy of university unionization, was finally dismissed, and union elections allowed at Northeastern in the fall of 1975. A few years later, however, when a similar argument was put forth by the administration of Yeshiva University, the courts upheld the Yeshiva administration, and the issue of legitimacy, originally introduced by Northeastern, was still being contended as the 1980s opened.

All of the aforementioned changes that occurred in the management of Northeastern during the first years of Dr. Knowles's administration are relatively general in character, that is, they represent a desire by the new President to introduce new principles into the administrative process—principles that would prepare a relatively small university to become much larger and more diverse. Toward this end, Dr. Knowles encouraged more input into the information-gathering process, decentralized a great deal of authority, broadened the distribution of responsibility, created, reformed and professionalized certain offices, and appointed new staff.

During the same period there were also some very specific administrative changes that were pertinent only to Northeastern but that dramatically altered the presentation of its programs. Of these, perhaps the most important occurred on July 1, 1960, when the University exchanged its traditional and rather unique horizontal, or bifurcated, structure—according to which there were two autonomous divisions, one in the day and one in the evening—for a more conventional vertical structure, which brought all its evening programs under the jurisdiction of the day staff.

The immediate issue prompting the reorganization was accreditation for the College of Business Administration (see Chapter III), but the effects extended far beyond the needs of any one college. Thus the reorganization also brought about the establishment of University College, the institution of uniform standards throughout the University, with deans of the day

colleges now responsible for all programs regardless of time slot, and the creation of the Office of Adult and Continuing Education. The reorganization also brought day and evening registration functions under the jurisdiction of Rudolph M. Morris and was a first step in establishing the all-University Registrars Office, which Dr. Knowles strongly supported (see Chapter XVI).

The impact of these moves on the future of Northeastern cannot be overestimated. Not only were all Northeastern evening programs, both credit and noncredit, greatly enhanced, and not only did the College of Business Administration achieve accreditation, but also it became clear that the third administration, with the full approval of the Board of Trustees, could work quickly and expeditiously, unfettered even by tradition when it felt such action was warranted. Other major changes in the organization of academic programs that illustrate this latter point include the 1961 reorganization of the new Office of Adult and Continuing Education to allow for the Center for Continuing Education and the replacement of the Graduate School by the Graduate Division in 1963. Nor were these the only changes that occurred (see specific chapters on academic expansion for other changes).

In summary, then, the first few years of Dr. Knowles's administration saw the introduction of very important administrative reforms, all of which were designed to expedite the delivery of new and enhanced academic programs to a rapidly growing constituency and to prepare the Institution to assume a far larger role in the educational community of the late twentieth century.

3

As the decade grew older and as the University moved into the period of its greatest academic and physical expansion, the consequences of growth, rather than simply its anticipation, became a central factor in shaping administrative policy and conditioning the means of its implementation. University administration can, of course, be divided into two general areas: (1) academic administration, which is directly concerned with programs, faculty, and students, and (2) general administration, which is concerned with all those areas necessary to the welfare of the Institution apart from its educational concerns.

Both of these areas were, of course, affected by the new growth. Continued expansion in personnel and in the range and scope of services offered, increased computerization and specialization of functions, and

constant reorganization not only within particular units but also in the relation that one unit bore to another, were characteristic changes of the period. Earlier chapters have largely covered these changes as they applied to academic structures and related support services. It remains, however, to consider their effects on some of the more general administrative structures and services.

Paradigmatic of the kind of changes that occurred were those that took place in the management of the University's financial and business operations. In 1959 responsibility for directing Northeastern's financial affairs came under the jurisdiction of Lincoln C. Bateson, who as Financial Officer not only designed the budget and supervised all financial transactions but also controlled internal auditing and served as Secretary to the Corporation and as Secretary of the Committee on Funds and Investments of the Board of Trustees. Assisting Mr. Bateson were Daisy M. Everett, who directed the Payroll Office, and Daniel J. Roberts, Jr., who served as Bursar. Reporting to Mr. Roberts were Edmund L. Deltano, who directed Accounts Payable, William E. Roberts, whose province was Student Accounts and Veterans' Affairs, and Margaret Kentley, who with three other women was responsible for the Cashier's Office.

At this point all of these financial operations were relatively small and highly centralized. The Bursars Office handled approximately 250,000 invoices annually. Accounts Payable dispensed 2,500 checks a month. Payroll was responsible for approximately 2,000 monthly payroll checks. The total budget controlled by the Finance Office was only \$8,000,000. In 1974 comparable figures show annual invoices of 1,000,000, the issuance of 5,000 checks a month on accounts payable, a payroll roster of 20,000 checks a month, and a total budget of \$48,679,582.⁴ That such an exponential increase in funds and paperwork had to be accompanied by some reorganization in the methods of handling University finances almost goes without saying.

Under Dr. Ell, the major characteristic of financial management had been his own very close and careful involvement in every detail. Not only did he reserve to himself the task of developing resources but he also kept a very careful eye on their distribution. Mrs. Frances Ribero, who joined the University in 1954 in the cashier's office, remembers Dr. Ell's weekly, if not daily, excursions into that Office "just to see how things are going." His presence was equally felt in other financial offices, and during the same time he met officially with Professor Bateson at least once a week to review the balance of ingoing and outgoing funds.

Dr. Knowles was as concerned as his predecessor with financial and

budgetary matters. "It is in the budget that general policies are given concrete expression,"⁵ he had once written, but both his own administrative style as well as the growing needs of the University precluded the continuation of Dr. Ell's personal monitoring policies. Instead, the new President preferred to throw his energies into the formulation of new policies and design of new offices that would allow the University to take advantage of changing conditions in the larger world.

Thus as early as the fall of 1959, Dr. Knowles had professionalized development and reorganized alumni fund raising with a view to increasing revenue. In 1964, as government generosity became a central factor in swelling University coffers, he also appointed Northeastern's first Assistant to the President for Federal Government Relations, John Whitla, and charged him with the particular task of keeping Northeastern abreast of federally sponsored grants and bills favorable to the University. Throughout his administration, Dr. Knowles would also keep a careful eye on the balance of operating costs against income to assure that growth was never bought at the price of indebtedness, supporting before the Board of Trustees a policy that advocated periodic rises in tuition rather than either a cutback in services or inroads into capital. At the same time, however, and again in contrast with Dr. Ell, Dr. Knowles depended less on personal intervention in the management of internal financial affairs and more on the development of a system that could operate dependably but without his constant supervision.

It was as a consequence of this latter approach that Dr. Knowles had introduced the idea that there should be more input into the budgetary process and as a corollary had requested that department heads take more responsibility in the disposition of funds. He also, however, supported an increase in personnel and the reorganization of some of the functions of the Financial Office itself as need arose. Finally, and very importantly, he encouraged the use of modern technology to expedite and make more efficient the entire financial process. So important was this latter policy in the development of the University's financial affairs that it deserves some consideration. Thus in 1959, in the same year that the University acquired its first IBM computer for educational purposes, Dr. Knowles authorized the acquisition of electronic accounting machines for the Financial Office. In 1962 he further authorized the purchase of an IBM 1401, which was that office's first real computer, and in the course of the next several years as new demands and new technology warranted, he consistently approved the substitution of more advanced computer models for older ones.

The impact of this technological revolution on the conduct of financial

affairs was overwhelming. In general, it allowed a far smaller staff to handle a far greater volume of work more quickly, more accurately, and in far more detail than would have been possible under any other circumstances. Indeed it is difficult to imagine how the expanded paperwork referred to above could have been processed without electronic aid. Still another and significant result of computerization was the capacity of the Financial Office to generate financial records almost on request. Thus paradoxically, Dr. Knowles was able to have constant access to any detail of the University's financial position without poring over daily records and, short of an emergency, tended to limit his review of accounts to monthly meetings with Professor Bateson.

The computerization of financial functions precluded the need for extensive additions to the staff; nevertheless, the staff did grow, with the addition of ten persons by 1964. This number does not include Nelson Hill, who joined the Office in 1961 as Assistant to the Financial Director, replacing Daisy Everett, who moved into a new administrative assignment in Personnel. It does include a fringe benefit clerk, a new position created to aid in the disposition of greatly increased fringe benefits (see Chapter XVIII), a cashier for the suburban campus, and, interestingly enough, five positions directly related to data processing, including a Supervisor of Data Processing and four keypunch operators.

It was not until 1966, however, that a major reorganization took place in the Financial Office. It was a change that was related not so much to the steadily increased volume of work by this office as to a redefinition of responsibilities of the Financial Officer and his area of jurisdiction. The catalyst was the anticipated retirement of Edward S. Parsons, Business Manager of Northeastern, and the need to redistribute the responsibilities of his office in light of his imminent departure. A further factor influencing the reorganization was the changing financial dimension of certain services that had previously been considered simply as business operations.

To fully appreciate the significance of this reorganization, it is necessary, however, to take a brief look at the changing character of Northeastern's business management as it was also evolving during this period. When Dr. Knowles assumed office, Professor Parsons had been the University's Business Manager for six years. "In 1953 when I took the job," he reminisces, "my major task was purchasing, which largely meant buying a few pieces of furniture." As the University began to grow in the 1950s, however, these tasks expanded. In 1955 Donald J. Taylor joined the Office to aid in the management of the University's few residence houses, and at the same time a separate Purchasing Assistant was also retained. Nevertheless, the work load remained fairly constant until the early 1960s when

Northeastern embarked on its great period of expansion. Suddenly Professor Parsons found himself responsible for not only supervising the physical well-being of a vastly expanded plant on Huntington Avenue but also those in the suburbs as well. "I became in one sense a traveling manager: a morning on Huntington Avenue to check plans for new buildings and the renovation of old space, an afternoon in Burlington to assure that the coffee vending machines were going into the right spots as well as the books into the library, and an evening in Nahant to work with Dr. Knowles on negotiations for that campus."⁶ In the hours that were left over, Professor Parsons wrestled with a growing food concession and insurance contracts and met with appropriate staff members to consult on problems of dormitory management, buildings and grounds maintenance, and all other issues fundamental to the smooth running of the Northeastern plant (see below for the development of these areas).

By the mid-1960s, then, and by any measure, the tasks of the Business Manager had become overwhelming, but, even more important, the character of some of these tasks had altered so dramatically that it was no longer appropriate to consider them as simply part of general plant management. Thus, for example, the financial dimension of purchasing, insurance, and of such auxiliary services as housing, the bookstore, and food services, had become so large as to overshadow any other consideration. Although Professor Parsons's vast experience had made it possible for him to handle these areas with good-natured efficiency, it was no longer really efficient from the point of view of practical management to expect him to continue to do so.

Recognizing these facts and recognizing that Professor Parsons would soon retire, Dr. Knowles moved to reorganize the Financial Office to bring those areas of business most directly related to the monetary well-being of the Institution into the orbit of that Office. In 1966, then, the management of such auxiliary services as housing, the bookstore, and food services, as well as purchasing and insurance management, were transferred to the Financial Office. At the same time, Lincoln C. Bateson relinquished the title of Financial Officer to become, instead, Director of Finance—a change in title that signified that henceforth Professor Bateson would manage not only finances but also the aforementioned auxiliary services that had previously been under the purview of the Business Office.

The broadened responsibilities of Professor Bateson brought with them a corollary need to reorganize some of the functions of the Financial Office in the interest of a more even distribution of the work load. At this time, then, Daniel J. Roberts, Jr. became Comptroller and Assistant Director of Finance, with Edmund L. Deltano becoming Assistant Comptroller. Nel-

son Hill acquired the title of Director of Budgets and Assistant Director of Finance, and William E. Roberts moved into the role of Bursar. The following year, in recognition of the increased scope of his office, Lincoln C. Bateson was appointed Vice President-Finance.

In the meantime, although the transfer of responsibility for certain services had lightened the load of the Business Office, the growth in other areas of plant management had more than compensated for the loss. Partially in recognition of this fact and partially as a tribute to Mr. Parsons's long record of service, he was given the title of Vice President for Business shortly before his retirement in 1968 (see below for other vice presidential appointments).

In 1969 Professor Bateson asked for and was given Professor Parsons's now vacated position, and the office Vice President-Finance was briefly discontinued. Professor Bateson took with him into his new role many of his previous financial responsibilities. Henceforth, then, the Vice President for Business would design and control the budget and supervise internal auditing, now under the direction of John A. Martin. In addition, Vice President Bateson, with the assistance of Donald J. Taylor, oversaw the management of housing, the bookstore, and food services, responsibilities now returned to that Office. With the assistance of Robert E. Moffat, who had become manager of the physical plant succeeding Professor Parsons, Vice President Bateson directed the physical welfare of all Northeastern's campuses.

As a consequence of the 1969 reorganization, the tasks of the Financial Office under Daniel J. Roberts, Jr., who had replaced Professor Bateson as Director of Finance, also changed and became more focused on the specifics of accrual and dispersal of funds rather than on the more general issues of their overall management. The volume of work, however, did not diminish, and in recognition of this fact the title Vice President-Finance was reactivated in 1970, and Mr. Roberts elected to that post.

Other personnel changes that occurred at the same time and that reflected the new emphasis of the Financial Office were the appointments of Edmund Deltano as Comptroller and Charles M. Devlin as Assistant to the Vice President-Finance with responsibility to discover new sources for student financial aid. This latter appointment was particularly significant for it acknowledged the importance that such aid had come to assume in the entire financial picture of the University (see Chapter XVI). It was an acknowledgment that would be underscored the following year when the Office of Financial Aid, under the direction of Robert Gaswell, began to report through Mr. Devlin to the Vice President-Finance rather than to the Vice President of Student Affairs.

The final and very important organizational change that occurred in the management of the University's financial and business affairs took place in 1974 when Lincoln Bateson retired. At this point, a June 27, 1974, memorandum announced that effective July 1, 1974, Daniel J. Roberts, Jr. would become Vice President-Business *and* Finance. The memorandum went on to state that henceforth the office of Vice President for Business was eliminated with many of its responsibilities being absorbed by other offices. Mr. Roberts would have responsibilities relative to the annual budget, financial aid, and the supervision of the financial operations of the University. Donald Taylor would continue as Business Manager with responsibility for the supervision of the business functions of the University. And Edmund L. Deltano would handle student accounts, accounts payable, and the payroll, and also assist in financial reporting and analysis work.⁷

Actually this reorganization simply recognized explicitly a situation that had begun in 1966 when the Office of Finance had assumed some of the functions of the Office of Business and which to all intents and purposes had been completed by 1969 when Lincoln C. Bateson became Vice President for Business. On December 18, 1974, there was another change in titles, with Mr. Roberts becoming simply Vice President-Business and Mr. Deltano becoming Vice President-Finance and Comptroller. The new designation, however, did not indicate any change in the responsibilities or the relationship between business and financial affairs, which were now inextricably intertwined.

In 1946 Dr. Knowles had written that "budgeting is planning the conduct of a business." To a large extent the thrust of reorganization in the financial and business areas of the University, particularly since 1966, had been pointed toward making this principle literally operative at Northeastern. Throughout the period the management of these affairs had grown increasingly complex in direct proportion to the expansion of the entire University and the demands on its resources. Internal management changes, however, coupled with prudential but nonetheless innovative fiscal policies, which were advocated by Dr. Knowles and approved by the Board of Trustees, allowed Northeastern to consistently expand and provide new services, yet maintain a favorable balance between operating costs and income.

Paralleling the development in the management of Northeastern's Financial Office and Business Office was the development in the management of other offices devoted to nonacademic affairs (i.e., Planning, Development, Alumni Affairs, Public Relations). To account for all such shifts would, of course, be impossible and, considering the protean quality of

such offices, unnecessary. At the same time there was a vast expansion in administrative support services. Again, to mention all such changes would be impossible; nevertheless, some should be mentioned.

In the discussion of the changes in business management, it was noted that certain auxiliary services at Northeastern became major operations between 1959 and 1975. Their growth, in fact, was instrumental in justifying the reorganization of the business and financial areas in 1966; if for no other reason, then, these services deserve attention. One such unit was Housing, which in 1959 simply encompassed the management of four small University-owned residences that accommodated a mere two hundred students. By 1974-75 the business management of this unit had grown to the point where it meant supervision of three modern dormitories and thirteen buildings renovated for dormitories. Total resident population had climbed to almost 3,000, and the total budget for this operation alone was \$3,500,000.⁸ Also keeping pace with the University's expansion was the Northeastern Bookstore, which in 1959 had occupied only one small room in Richards Hall and was responsible for little more than providing texts to students in the four basic colleges. By 1967 it had grown to a point that necessitated a move into far larger quarters in the Student Ell Center, and by 1975 it had become a multiservice store not only providing texts to a vastly expanding student body but also a host of other supplies to meet student needs.

In the meantime, the provision of food at Northeastern had become a major concern. In 1959 a sandwich stand in the basement of Richards Hall, known as The Commons, had been sufficient to satisfy University appetites. With the opening of the Graduate Center cafeteria that year, however, more was required, and the administration contracted with an outside food concession to serve this facility. By 1975 all of Northeastern's food needs were being met by an outside concession, which now had responsibility not only for the Graduate cafeteria but also for the 1,200-seat Student Ell cafeteria and for the three daily meals served in the dormitories.

Of all auxiliary services extant when Dr. Knowles took office, that which would change most dramatically, however, was Buildings and Grounds. In 1962 J. Kenneth Stevenson, who had directed this area for over two decades, retired, and Dr. Knowles appointed George Le Beau as Superintendent of Buildings and Grounds. In the course of the next ten years until his death in 1972, Mr. Le Beau would preside over an operation that not only tripled in size but radically altered its character. Thus within that decade Mr. Le Beau would confront many of the major problems

contingent on rapidly growing labor-intensive operations but that could hardly have been conceived of a few years earlier.

In the early 1960s, unionization, particularly of the cleaning staff, was one such issue and was only resolved by contracting with an outside firm for night cleaning and for such jobs as window and wall washing. State and city ordinances governing the licensing of professional maintenance persons was another such issue. As the campus grew and needs increased for renovation and maintenance, Northeastern began to hire more plumbers, electricians, painters, and locksmiths. At the same time, this staff became more professionalized. "I can recall," said one old-timer, "when a man would come into the office, saw some wood, put up a wall, plaster it, paint it, and then wire up the lights and move in the desks for good measure." By the mid-1960s such casual maneuvers were no longer possible. Every professional had his job and only one professional could do one job.

At the same time the number of nonprofessional personnel—drivers, custodians, groundspeople, matrons—increased in direct relation to the expansion of the Huntington Avenue campus and the addition of the suburban campuses. One indication of this growth was the establishment of a Northeastern garage, with appropriate equipment and mechanics to service the University's growing number of cars and buses. But in no area under Buildings and Grounds was change more substantial than in Security.

In 1959 Northeastern had only one uniformed officer; by 1963 as the University began to expand it had ten security officers and one security director, John Evangelos. Nevertheless, at this early date the major tasks of these men were simply to oversee the parking of cars and to maintain the general safety of the buildings, which meant in effect to see that doors were locked or unlocked at appropriate moments and that no fires began inadvertently. Standard equipment for such personnel was simply a watchman's clock.

Ten years later Northeastern had thirty-five uniformed patrolmen, three sergeants, one lieutenant, and a Supervisor of Security, Roy W. Lynch, who had replaced Mr. Evangelos on the latter's retirement in 1967. By this time the force also had access to two University cars during the day and three at night, and five, one-man vehicles usually used to patrol parking lots. In addition, there were several two-way radios and an elaborate dispatch system. Such a growth in men and equipment, however, reflected not only a need for more persons and machines to check on the safety of buildings but also a substantial increase in services, which now included controlling demonstrations, guarding buildings against bomb threats, and

coping with a vast increase in general crime activity—all unfortunate by-products of the age. In fact, so important had security become that in 1972 the College of Criminal Justice volunteered to provide special training courses to security personnel, and in 1973 Northeastern contracted with an outside firm to study its security needs and to suggest changes in the cause of increased safety.

All of the aforementioned auxiliary services, although on a considerably smaller scale, were in place when Dr. Knowles took office. Other administrative support services were added to meet the demands of the new age. Foremost among these was Administrative Computer Services established in 1967. Distinct from the Computation Center, which provided for educational needs, and distinct from the Finance Office computer, which handled that area, the new service under the direction of Robert M. O'Brien was designed simply to meet the rapidly proliferating computer demands of administrative offices. Other administrative support services, although not new, grew to new dimensions during the period. Thus the Mail Services, Office Services, the Press Bureau, and the Office of Publications became major operations. In 1969 faculty and staff were also instrumental in organizing their own Credit Union, which was given space at the University.

In 1959 Northeastern had been rather like an outpost on the fringe of the educational world, which was charged with providing services to a small transient population. By 1975 it was more like a major educational city providing many of the amenities of just such a city. No longer could a mere handful of persons with a few assistants manage its vast resources. Now a far larger and more professional staff was required, and much of Dr. Knowles's efforts in the first decade of his administration went into securing just that staff, just those amenities.

4

Up until this point it has been suggested that all administrative changes that occurred during the first decade of Dr. Knowles's administration were exclusively predicated on the demands of growth and on the changing functions of certain offices. Although it is true that initially the anticipation of expansion and later its realization were essential in determining what should be done, by whom, and in what office, no less important in determining those changes was the human dimension. In fact, few presidents have been as acutely aware of the importance of the human factor in

assuring successful management than was Dr. Knowles, and few presidents have proved themselves more flexible in adapting offices and organization to the talents of particular individuals rather than vice versa.

This kind of personal approach was indeed characteristic of Dr. Knowles's style and prompted many of his actions. Thus early in his administration he had dropped Dr. Ell's practice of regular Wednesday meetings with his Executive Council, and although he continued to meet with this group periodically, he placed more importance on constant, if more informal, meeting with all administrators. To this end he pursued what might be called an open-door policy, encouraging persons to come by simply to discuss issues. A belief in the need for the President to work closely with administrative staff also accounts for his reluctance to allow faculty input into administrative appointments (see Chapter XVIII) and was a basic principle in forming certain kinds of reorganization and new appointments.

Illustrative of this approach was the major reorganization that occurred in the mid-1960s. At this point Dr. William C. White had reached sixty-six and was on the verge of retirement. Anyone who knew Northeastern well had know "Bill" White. Graduating from the College of Engineering in 1925, he began his teaching and administrative career at his alma mater that fall, serving successively as Coordinator, Secretary of the Alumni Association, Instructor, Assistant Professor, Associate Professor, Dean of Engineering, and Director of the day colleges. In 1953 Dr. Ell had appointed him Vice President and in 1959 had added the title Provost. Few men were more knowledgeable of the University and few men had proved more invaluable to Dr. Knowles during the first several years of his administration or would be more sorely missed. In fact, Dr. White had agreed to stay on beyond the usual retirement age largely as a favor to the President and from loyalty to the Institution. In September 1966, then, President Knowles, partly in recognition of Dr. White's contributions to the University and partly in recognition of the major reorganization that his departure would necessitate, asked the Board of Trustees to approve the appointment of William C. White as Northeastern's first Executive Vice President, and the Board duly elected him to this office.

The appointment, which appropriately acknowledged the talents of a very talented man had, however, other very significant implications. To allow for the new title, Northeastern's bylaws had been rewritten and approved by the Corporators in the spring of 1966. At this time, Article IX, Section 2, which stated that "There shall be a Vice President of the University," was changed to read, "There shall be one or more Vice Pres-

idents, one of whom may be designated as Executive Vice President." The full impact of the new provision, however, was not to be felt until the following year.⁹

In the meantime, recognizing that it was no longer practical to assign to any one man all of the duties that only the former Vice President's vast experience had made it possible for him to handle, Dr. Knowles created a new office, the Office of Academic Affairs, and staffed it with three persons who would now assume Dr. White's tasks in addition to their own. These men were Kenneth G. Ryder, Dean of Administration, who would coordinate the Office, Loring M. Thompson, Dean of Planning, and Arthur E. Fitzgerald, Dean of Faculty. This latter deanship was a new post designed to give greater focus to the management of academic affairs. The appointment of Arthur Fitzgerald, previously Chairman of the Department of Electrical Engineering, had followed in the wake of intense efforts by an all-University search committee. It was the first time that such a search committee had been used at Northeastern, and to this extent it reflected the increasing demand on the part of faculty for more say in administrative appointments, though it must be noted that Dr. Knowles was anything but passive in the final selection.

It was also during this period, 1966-67, that Dr. Knowles dropped the traditional distinction between academic and nonacademic administrative offices, which had previously dictated the shape of organizational charts, with academic offices reporting through Dr. White to the President. Instead, he substituted an organizational pattern that recognized that all major areas reported directly to the President.

By January 1967 the first steps in administrative reorganization, which had been prompted by the imminent retirement of Dr. White and also of Professor Parsons (see above), had been instituted. At this point, President Knowles, feeling that the increasing size of the University had placed heavy duties on certain key people and desirous of acknowledging both their increased responsibilities as well as the importance of certain areas to the overall well-being of the Institution, made his first vice presidential appointments, according eight such titles between 1967 and 1968.

Thus on January 6, 1967, the Board approved three Vice Presidents for Northeastern. Lincoln C. Bateson, who had been with the University since 1953, first as Financial Officer and then as Director of Finance, was now appointed Vice President-Finance. At the same time, Roy L. Woolbridge, who had served as Director of the Department of Cooperative Work since 1953, becoming Dean and Director of the Department of Cooperative Education in 1959, became Dean and Vice President of Cooperative Education. The new designation reflected both the importance

that this educational method held for Northeastern and the unstinting service of Mr. Wooldridge, who, in addition to his University duties, had contributed extensively to the success of the National Commission for Cooperative Education (see Chapter XIV). The third appointment was that of Kenneth G. Ryder as Vice President-University Administration. Professor Ryder's contributions to the University, both as teacher and administrator, were well known. Further, his appointment underscored the increasing scope of his office, which included direction and supervision of such major university services as Registrar, the Library, Admissions, and Student Services.

In the spring four more vice presidential appointments were made. In March Arthur E. Fitzgerald, Dean of Faculty, was appointed to the Office of Vice President-Academic Affairs, to hold such office concurrently with the Office of the Dean of Faculty. And on May 3, a memorandum to the Faculty and Staff announced that "at a meeting of the Executive Committee of the Board of Trustees last week the following appointments were confirmed to be effective July 1, 1967: Jack R. Bohlen, Vice President for Development; Gilbert G. MacDonald, Vice President for Student Affairs and Dean of Students; Loring Thompson, Vice President and Dean of Planning."¹⁰

Of these men, Jack R. Bohlen was the most recent addition to the Northeastern community, having come in 1964 as Executive Assistant to the President with overall responsibility for the Office of University Development, where his assistance in the Second Phase of Northeastern's Diamond Anniversary Development Program had proved invaluable. Gilbert G. MacDonald's tenure at the University was somewhat longer; he had graduated in 1932 and had returned to Northeastern in 1949 as an Assistant Professor of Education. In the next twenty-eight years Professor MacDonald served as Assistant Dean of Admissions, Assistant Dean of Students, Dean of Freshmen, and as of 1957, Dean of Students. The new appointment recognized not only the present scope and importance of that latter office but also in a sense anticipated the vast increase in responsibilities that would devolve on his shoulders as the age of student unrest and the supervision of student affairs become increasingly more complex. Loring Thompson had, of course, come in as Director of Planning in 1959, and much of the successful expansion of the Institution during the 1960s could be attributed to his careful and wise assessment of its needs and capabilities. The last vice presidential post created in those early years was that of Vice President for Business, to which Edward S. Parsons was appointed on April 26, 1968 (see above).

In the course of the next several years, as administrative changes

occurred and as persons retired, the holders of these posts would change. In 1969 Lincoln C. Bateson became Vice President for Business replacing Edward S. Parsons, and the title of Vice President-Finance lapsed until it was assumed by Daniel J. Roberts in 1970. Four years later when Professor Bateson retired, the new designation Vice President Business-Finance was briefly instituted, with Mr. Roberts filling this post. Shortly after the designation was again changed, and Mr. Roberts became Vice President-Business and Edmund Deltano became Vice President-Finance (see above).

In the meantime, in 1971 Jack Bohlen left Northeastern, and Eugene M. Reppucci, Jr., who had been a member of the Office of University Development since 1961, became Vice President for Development, while retaining his previous designation as Assistant to the President and Director of Development. In 1972 the ninth and last vice presidential post of the Knowles administration was created. At that time the Board of Trustees acknowledged that the importance of alumni affairs warranted an alumni officer at the vice presidential level, and Royal K. Toebes, who had served the University in the Alumni and Development Offices since 1962 and as Director of Alumni Affairs since 1970, was elected to that rank.

To some, the creation of all these titles was one of the most startling innovations of the third administration. Under Dr. Speare there had been only two vice presidents, one to handle the day division, one the evening. When Dr. Ell assumed office that vice presidential title lapsed, and in 1953 when Dr. Churchill retired, his title retired with him even though shortly after, William C. White was made Vice President of Academic Affairs, in recognition of his jurisdiction in that area. Dr. Ell, of course, managed a great deal of nonacademic administration himself, and the appointment of such officers would have seemed unnecessary if not actually pretentious.

Dr. Knowles, however, felt very strongly that the responsibilities of certain key officers should be recognized. Furthermore, it was his contention that such designations were both appropriate and customary in large institutions and would aptly reflect Northeastern's own increased status. Nevertheless and significantly, he resisted an administrative pattern, common to many large institutions, that consolidated one level of junior vice presidents under two or three senior vice presidents. His reasoning was simply that in a university just adapting itself to the problems of accelerated growth, the organization's best interests would not be served by a structure that hinted at top-heavy bureaucracy where responsibilities sifted through layers of command.

In 1971 Dr. Knowles did appoint Kenneth G. Ryder Executive Vice President of Administration, and in 1973 he made Roy L. Wooldridge an Executive Vice President of Cooperative Education. These changes, how-

ever, did not represent a shift in the reporting hierarchy but rather simply underscored the importance of these activities to the total University. Dr. Knowles firmly supported the idea that such recognition should be accorded Cooperative Education, which was in a sense the lifeblood of the University. Thus he based his support of an executive vice presidency for Mr. Wooldridge on the grounds that Northeastern was a leader in this area, that a senior position was the only designation that would appropriately suggest that supremacy, and that Mr. Wooldridge's contributions to this supremacy should be acknowledged.

5

Thus far this chapter had discussed Dr. Knowles's concept of administration and the changes he initiated in the interests of expansion. It remains, however, to note two other very important factors that emerged later in the decade but that had little or nothing to do with Dr. Knowles's own administrative ideas. One of these was the increasing pressure exerted by faculty and students to have a voice in the decision-making process. The second was an increase in federal legislation regulating employment practices and working conditions, particularly in institutions to which the government was contributing a large amount of money. Both these factors threatened the traditional autonomy of the administration, and both resulted in the establishment of new structures that would have a definite effect on the shape of internal management and formulation of policy.

Throughout the early years of the Knowles administration, the new President had clearly demonstrated that he was ready and willing to listen to suggestions on how the University should grow and was ready and willing to delegate responsibility in the implementation of policy. He had, however, consistently reserved to himself as President the right to identify those suggestions that he felt warranted attention. He had further reserved to himself as President the right to make final decisions and the right to recommend policies and actions to the Board of Trustees. In the late 1960s and early 1970s, as a new social and political consciousness emerged in the wake of the civil rights movement and the war in Vietnam, all of these rights were brought into question by an increasingly vocal faculty and student body, who now began to demand a more definitive say in decision making and a more direct representation in the Corporation and on the Board of Trustees.

The specific causes and results of these requests have been covered earlier; in general, however, Dr. Knowles responded to this situation by

promoting the formation of more extensive faculty and/or student advisory committees and by supporting before the Board of Trustees those suggestions for policy changes in the conduct of student affairs or of academic programs that he felt would not impinge on the financial or physical well-being of the University or threaten its overall educational mission. Although these actions did not by any means resolve all tensions, in general the approach worked, and at least *de jure* the traditional autonomy of the administration was preserved throughout Dr. Knowles's time of office. Unquestionably, however, faculty and students did come to exert more and more influence on management decisions, and thus *de facto* did gain many of their ends (see Chapters XVII and XVIII).

In the meantime, however, and even as administrative attention was focused on this issue, an equally serious, if somewhat more subtle, inroad against administrative autonomy was being made from quite another direction—from the federal government itself. In 1959 the role of the federal government in the internal management of private higher education institutions had been minimal. The passage of the 1958 National Defense Act with provisions for student loans had, of course, made a substantial difference in the numbers of students eligible for higher education. In response to this situation, universities, including Northeastern, began to expand administrative offices to handle the disposition of these funds and to adjust admissions policies to accommodate a much larger influx of applicants. Both of these actions continued as more and different kinds of financial assistance became available. At the same time other federal legislation, particularly those acts pertinent to construction grants and loans, were having their effect on other administrative areas. The Offices of Planning and Development, in particular, expanded as a consequence of these new resources. Still other federal acts affected the development of research, graduate work, and the Cooperative Plan of Education and the administrative structures designed to handle these areas. But, although all of these acts had direct consequences on the growth of the University and to this extent influenced administrative decisions, none in and of themselves impinged on the President's authority to make his own choices; other federal legislation did.

Among the most significant of this latter legislation were those laws regulating employment practices, and among these the most important were the Civil Rights Act of 1964, particularly Title VII, and the Equal Opportunity Act, which created the Equal Employment Opportunity Commission. Initially, it is true, these acts did little more than state that henceforth discriminatory employment practices based on distinctions in color, race, sex, and national origin were illegal. Later, as supplemented by Ex-

executive Order 11246, 1965, and amended by Executive Order 11375, these acts required all firms to conduct their own self-analysis to determine if their employment system was discriminatory and to take appropriate remedial action. At this early point, however, the legislation had no machinery to enforce corrective action and, in fact, did not even apply to universities. Nevertheless, it did exert a profound influence on employment practices in higher education institutions.

At Northeastern the new acts provided, if nothing else, a moral incentive for the Institution to review its employment habits. Up until the mid-1960s, the choice of personnel had been left to the discretion of particular departments or areas needing new employees. In the academic area, Dr. White as Provost and Vice President of Academic Affairs, and later Arthur E. Fitzgerald as Vice President of Academic Affairs, as well as deans, department heads, and chairmen, had largely been responsible for all academic appointments, subject of course to Dr. Knowles's approval. Administrative and other professional staff were selected by administrators with presidential approval or were selected by the President himself.

As of 1965-66, the Faculty Senate had begun to press for a greater voice in these latter appointments, and at this time the concept of search committees was introduced. The effect of civil rights legislation was largely to raise the consciousness of those searching and to broaden the range of candidates considered and selected, although probably more important than the law was the increasing pressure by blacks and women for greater representation on the professional staff. During the same period, hiring of nonprofessional staff was handled by a tiny Personnel Office, which in 1964 had come under the direction of Harry R. Hilliard, Jr. The effects of civil rights legislation on his tasks were at first minimal, although again a conscious effort was made to broaden the base of employee recruitment.

In 1972, however, an amendment to Title VII, the Equal Employment Opportunities Act, broadened the base of 1964, 1965 and 1967 legislation, explicitly extending it to cover all educational institutions, public or private, and strengthening the power of the Equal Employment Opportunities Commission (EEOC) to enforce the law. The amendment took university compliance out of the voluntary category and made it mandatory.

The immediate consequences of the new legislation on Northeastern were to increase the importance of search committees in seeking new candidates for academic and administrative positions, to introduce new criteria for making final selections, to expand the duties of the Office of Personnel, now under the direction of Carl E. Staab, and to necessitate the establishment of a new office, the Office of Academic Services. The function of this latter office, set up in 1972 under the direction of John

A. Curry as Dean of Academic Services and Assistant to the Executive Vice President, was to process all professional employees, academic and administrative, and to assure compliance with federal guidelines for all employees.

As the University began to adjust to the demands of the new legislation, still other offices would be created and other officers appointed. In 1973 Phyllis Schaen, who had moved from Personnel to Academic Services in 1972, became acting Affirmative Action Officer, coordinating that program with Dean Curry. The following year a full-time Affirmative Action Director, Ann Duncan Glasgow, was appointed, and that office became a separate entity with universitywide implications. At the same time, Academic Services was absorbed into the Office of Personnel.

The effects of the civil rights legislation, particularly the 1972 amendment on university employment practices, was the most dramatic example of federal government intervention in this area. Other bills, however, had important effects as well. For example, in 1973 the Rehabilitation Act, Section 503, which related to the employment of the handicapped, became law, and in 1974 passage of the Employment Retirement Income Security Act meant that "standards of conduct, responsibility, and obligations for fiduciaries of employment benefit plans" were no longer determined by trustees and administrators but were regulated in the Office of Personnel in compliance with federal laws.

From the point of view of administrative services, all of the aforementioned laws had their most pronounced effect on the Office of Personnel. In the span of a few years, both the Office and its responsibilities more than doubled. In 1964 it was a four-person service with responsibility simply for the employment of nonprofessional personnel. In 1975 it was a ten-person service with responsibility for regulating all aspects of employment for all University employees, professional as well as nonprofessional. From the point of view of administrative autonomy, the effect was even more profound, for the new legislation meant that an administrator could no longer fill a vacancy at his or her own discretion; the choice had literally become a federal affair.

Nor was federal intervention in the internal management of the Institution limited simply to employment. The Civil Rights Act of 1964 and ensuing amendments had had a profound effect on admissions policies. The Occupational Safety and Health Act (OSHA) passed in 1970 influenced both employment and maintenance practices and prompted the University to appoint a Director of Environmental Health, Philip LaTorre. The Educational Amendments of 1972, particularly Title IX, had important implications on the management of women's sports. And the Family Educational

Rights and Privacy Act (the Buckley amendment), which gave students the right to inspect their own educational records, introduced a new element into the handling of student affairs. These are only a few of the many such legislative actions.

In the fall of 1970, Dr. Knowles had asserted that "one of the greatest challenges to the presidents and chief executive officers of the 1970s is to recover some of their lost authority."¹¹ At this point he was obviously referring to the inroads on the decision-making process that were constantly being urged by faculty and students. By 1974 he might as easily have been referring to the inroads being made by the federal government.

6

Between 1959 and 1975 the administration of Northeastern changed radically. In the beginning the challenge to the new President had been to help the University "fulfill its destiny." Toward this end, Dr. Knowles had supported the addition of new colleges and new programs at all levels and had encouraged the University to assume a leadership role not simply in the local but in the national community. To implement these goals, he had introduced new administrative policies and practices. Specifically, he had recognized the need to decentralize authority and delegate responsibility. He had encouraged the establishment of the Faculty Senate, established new professional offices, extended old ones, added new personnel (administrative staff went from 175 in 1964 to 445 in 1974), and computerized administrative processes in accordance with technological advances.¹² At the same time he had encouraged Northeastern to move outward. The appointment of a representative in Washington and the participation of Northeastern in such national organizations as the National Commission on Cooperative Education were only two of many moves toward this end. As a consequence of these efforts, Northeastern not only became considerably larger and considerably more sophisticated but also considerably more complex. By the mid-1960s, the notion of a President who, with a mere handful of staff, could hope to understand, much less control every detail of the University, had already become a quaint anachronism.

Expansion alone, however, was not the only factor conditioning changes in the President's role and his management policies. Equally important were those changes that came about partially as a consequence of growth but also partially as a consequence of changing social, political, and economic conditions in the world beyond Huntington Avenue.

The growth of federal aid to education, which had contributed sub-

stantially to expansion, had been accompanied by a growth in the government's right to impose regulations that curtailed traditional autonomy. The acquisition of highly trained faculty with research as well as teaching skills and with high expectations for their own professional careers had created pressure on institutions to provide opportunities that were now perceived as professional rights and had given rise to the union movement. The war in Vietnam and the civil rights struggle at home had moved students to question "the establishment" and to demand more say in administrative decisions that affected their own lives. Finally, the slowing national economy in the early 1970s had shifted the focus of administrative concerns from issues of expansion to issues of consolidation and accommodation.

All of these general trends were felt at Northeastern, and during the final years of his administration one of Dr. Knowles's major tasks would be to design structures that allowed for evolution without revolution and that preserved the authority of the President without ignoring demands for participation. As a consequence of these pressures, the role of the President and his administrative staff also altered. By the mid-twentieth century, the notion of a university president as an absolute authority figure had long gone. The administrative styles of such giants as Daniel Coit Gilman of Johns Hopkins, Charles Eliot of Harvard, and Nicholas Murray Butler of Columbia, who had reigned supreme and unquestioned in their time, had become not only unsuitable for dealing with the complex problems of the modern university but also undesirable—not to say unacceptable. Recognizing this, Dr. Knowles had supported the founding of the Faculty Senate as a recommending body in the early 1960s. By the last quarter of the century, however, it had become clear that even more would be needed. Certainly it had become clear that henceforth university presidents would have to be persons well versed in the arts of negotiation, compromise, and arbitration.

Nor was the presidential role the only one that had changed. As evidenced by the vice presidential titles alone, other administrative tasks had expanded vastly. One of the greatest of these changes had occurred in the management of student affairs. In 1959 the University had acted in loco parentis to its 6,000 day students. The Dean of Student Affairs, the Dean of Freshmen, and the Dean of Women were all expected to behave almost as surrogate parents advising, disciplining, and guiding students through the problems contingent on a new university experience. By the mid-1960s, the concept of the loco parentis had been severely eroded; by the end of the 1960s it had dissolved. Gilbert MacDonald (now Vice President of Student Affairs), as well as the other Deans, found themselves

confronted more and more with problems of negotiation and arbitration, of interpreting the demands of students, not simply to the administration but to the larger community. Their role became one of maintaining a delicate balance in an increasingly litigious society. Students no longer wanted parents—they wanted representatives.

Thus the effects of expansion and social change reverberated throughout the University, necessitating new answers to new administrative problems. In a sense, the years between 1959 and 1975 were years of maturation. In 1959 the total faculty and staff at Northeastern had numbered less than 1,000, its student body was a mere 18,000, its resident population 200. In 1975 the total faculty and staff numbered 3,346, the student population was almost 50,000 (full- and part-time), and the resident population, 3,000.¹³ The Northeastern family had become the Northeastern community—a small city-state with all the advantages and all the problems therein. The Knowles administration had presided over this transformation, putting in place new structures and new services to allow for growth, and in its later years beginning to introduce still other structures and policies to accommodate this growth and to answer new demands. What form these latter would take, what voice faculty, student, and even government would finally have in the administration and control of the University remained to be seen.

XXI

Physical Development: Fulfillment of the Diamond Anniversary Development Program

ON SEPTEMBER 8, 1959, DR. KNOWLES HAD PLEDGED THAT THE UNIVERSITY would "achieve that greatness which is her destiny." This destiny was, of course, primarily educational, and, as previous chapters have amply demonstrated, little effort was spared in assuring that achievement. As the University's educational presence became increasingly more evident, the need to expand its physical presence, to construct a body to contain the spirit, also became a top priority.

Recognizing this need, the new President began to meet with the Board of Trustees and appropriate members of his administrative staff shortly after inauguration to discuss strategies that would allow Northeastern to concurrently realize both its academic and physical potential. Subsequently, in 1961, the Diamond Anniversary Development Program was announced—a \$40 million plan that articulated Northeastern's educational goals and also recognized physical expansion as a necessary contingent of academic growth.¹

At the heart of the plan was a vision of a university that would offer a wide selection of undergraduate programs, that would provide sophisticated graduate and research opportunities, and that would have a leadership role in cooperative education. Housing this vastly extended operation was to be an almost totally new plant—one that would

extend to both sides of Huntington Avenue and would easily accommodate a much larger constituency.

1

In 1959 Northeastern was contained on a single, fifteen-acre, Huntington Avenue campus. It had eleven academic buildings, four Back Bay residences housing one hundred students, and one playing field in Brookline. Total holdings came to twenty-eight acres in the Boston area for a total worth of \$15,400,000. In contrast to Northeastern's vast multicampus complex that would exist in 1975, this was hardly an extensive plant, but in contrast to the campus that had existed in 1936 it was indeed a "Miracle on Huntington Avenue."²

At that time the University had owned exactly one building, Botolph, authorized for transfer to the Northeastern University Corporation by the Boston YMCA in November 1931. For the most part, however, classes were conducted in rented quarters along Huntington Avenue and Gainsborough Street, and older alumni still nostalgically recall a time when the hum of lectures was mingled with the odor of chow mein that filtered to second-floor classrooms from a Chinese restaurant below.

In the mid-1930s, however, the Engineer's Council for Professional Development (ECPD) had begun to pressure Northeastern to improve its accommodations or forfeit the chance to secure accreditation of its engineering programs. Reasoning that accreditation was a must, and despite the Depression, which might have daunted a less dedicated administration, Northeastern began to consider a building program. Thus in April 1934, it conducted an architectural competition "to provide a general scheme and drawings not only for the University's immediate needs but also for its future development." By the fall of that year the architectural firm of Coolidge, Shepley, Bullfinch and Abbott had been selected, and at the same time the Board of Trustees voted "that the sum of fund raising for the complete plant development be the sum of Four Million Dollars (\$4,000,000)." It was not until the fall of 1937, however, when sufficient funds had been raised that development truly began with ground breaking for what would become Richards Hall.³

For the next twenty years, as enrollments grew and as programs became more sophisticated, land purchase, construction, and fund raising went on apace. In addition to Richards Hall, which opened in 1938, there were the following: Science Hall, finished in 1941; the Student Center, 1947; the Library, 1952; Cabot Physical Education Center and Athletic Cage, 1954; Hayden Hall, 1956; and, finally, the Graduate Center, 1959.

During the same period three older buildings were also purchased: Greenleaf, 1949; Forsyth, 1951; and Parker, 1954. The old Botolph building was completely renovated, and land holdings in the area of Huntington Avenue were expanded to twenty acres.⁴

In spite of this rapid growth, however, as early as 1953, Dr. Ell was already advocating a "more aggressive land acquisition policy," and by 1957 he was predicting that unless Northeastern could find more space it would soon exceed capacity. By November 1958 when Dr. Knowles returned to Northeastern, an almost crisis situation prevailed. At this point the University was pressed quite literally lintel to portico with its neighbors, and any future growth was contingent on the acquisition of more land and the construction of new buildings.

Dr. Knowles, of course, was thoroughly aware of this contingency. His daily calendar for the period of his orientation shows frequent meetings with Dr. Ell over problems of development, and it was during this time that he set in motion steps for the purchase of 12.3 acres of railroad land, for which the University had been negotiating for twenty years. He also made arrangements for the purchase in 1957 of the Boston Storage warehouse adjacent to the old Boston Opera House. He next prevailed on Dr. Ell to establish an Office of Planning, which opened in the spring of 1959, for the purpose of working with planning officials of the City of Boston "concerning the development of the University neighborhood" (see Chapter IV for details of these early actions).⁵

Immediately on assuming the presidency, and as part of the same momentum toward expansion, Dr. Knowles also established an Office of Development and then secured from the Board of Trustees the authority to make offers for land as it became available without first going through a formal discussion process with the entire Board of Trustees. That such authorization was unhesitatingly granted was a clear indication not only of that governing body's recognition that the situation was urgent but also of its faith in Dr. Knowles's judgment. And it is significant that, although final purchase agreements were subject to full Board approval, at no time in the next sixteen years did the Board once reverse or even question any of the President's suggestions.

But while all of these moves suggested that the third administration intended to pursue an aggressive and extensive development policy, it was not until 1961, when Northeastern announced its Diamond Anniversary Development Program, that it became clear exactly how aggressive and extensive that policy would be.

2

The background and organizational structure of Northeastern's Diamond Anniversary Development Program has been given in Chapter V

and need not be repeated here. What is relevant to this chapter, however, is the general principle for physical development that the Plan established and the method for achieving those aims that it set up. In brief, the Program established a correlation between educational aims and buildings. Although an architect's drawing of the future University was presented with the announcement, the accompanying text made clear that, as attractive as this picture was, it was not a blueprint to be slavishly followed at any cost but rather only a projection of what could happen to Northeastern were the Institution to grow as the designers of the plan hoped and envisioned.

In 1961 what these designers projected was that within twelve years, or in time for its Diamond Jubilee, the University would achieve a dimension that justified the addition of twelve buildings, including dormitories for a new resident population and a sports complex. All of this was to be accomplished at the cost of \$40,000,000, of which roughly two-thirds would go into buildings and the remaining into endowment and related concerns.⁶

The dimension of the proposal was startling. In 1961 when Levis could be bought for \$3.98, bread for 39¢, and the per capita income was \$2,219, \$40,000,000 was nothing short of astronomical. Although many persons now assume that twenty years ago any university president could expand his plant and attain the Midas touch simply by a call for funds to an education-awed and generous Washington, D.C., no such mythical situation ever existed. As a matter of fact, Northeastern made its proposal for development fully two years before some of the most important federal legislation affecting construction was enacted—for example, the 1963 Higher Education Facilities Act, the 1963 Health Professions Education Assistance Act, and the 1964 Nurses Training Act. Furthermore, while it is true that the federal government was beginning to make available unprecedented amounts of money for the construction of higher education facilities (by 1965 the rate spent for construction by higher education institutions had already reached \$5,000,000, as contrasted with \$1,400,000 in 1950, with much of this money provided by the government),⁷ it is also true that grants had to be augmented by an institution's own funds, and loans were not allowed without proof of need and the ability to meet mortgage and interest payments. Unfortunately this ability was often grossly overestimated, and educational history of the 1970s is strewn with tales of buildings that stand half empty or abandoned and of institutions that still, twenty years later, labor under a heavy burden of debt.

To guard against any such eventuality, Northeastern's Diamond Anniversary Development Program set firm guidelines for expansion. Thus the Plan divided its needed facilities into two groups: high-priority projects, or those that were considered essential for its basic academic pro-

grams; and other projects, or those that were considered desirable for a well-balanced program. High-priority projects included an addition to the science building (early identified as a major need and made even more urgent in 1961 by the imminent merger with the New England College of Pharmacy), a research building, a classroom building, extension of the library, dormitory and parking facilities, plant improvement, and athletic facilities. Other important projects included an extension of the student center building, a laboratory school for the College of Education, a University nonsectarian chapel, a faculty club, and additional athletic facilities encompassing a swimming pool and a hockey rink.

These projects were then further subdivided into two financial categories: those that were totally dependent on fund raising, such as classrooms, and those that were self-liquidating, such as dormitories and parking areas. As a further check against precipitous action and speculation, there was built into the very structure of the Plan a three-phase division that would allow space for periodic reassessment and adjustment as circumstances indicated. There was also Dr. Knowles's own commitment to two developmental policies, which time and his experience at the Associated Colleges of Upper New York State at Cornell and at Toledo had well tested. The first of these was a belief that indebtedness should never be allowed to exceed 10 percent of total plant value, or, if that figure were lower, that annual mortgage and interest payments should not exceed estimated income after operating costs were met. The second policy, explicit in the Plan itself, was that no project should be undertaken prior to a very clear and exacting study of its merits. Within the limit of these restrictions Northeastern surged ahead to create, as it were, a second miracle both on Huntington Avenue and beyond.

3

Publicly, then, Northeastern began the first phase of its new development with the announcement of the Diamond Anniversary Development Program on November 15, 1961, and the presentation of a four-color architects' rendition of what fulfillment of that development could mean. In actuality, of course, development had already begun. By 1961 land holdings on Huntington Avenue alone had reached some 40 acres, representing an almost 200 percent increase over the 1958 acreage. New holdings included the Boston Storage Warehouse of 1 acre, the Boston and Providence Railroad property of 12.3 acres, a host of small properties ranging from 6,000 to 20,000 square feet, and the United Realty complex, which comprised 7 acres and had been authorized for purchase in early

1960 but leased back to its tenants until 1966. The property was later renegotiated for partial University occupancy in 1962 and finally taken over completely in 1964. In addition, in 1960 the University had purchased the Roosevelt apartments (later William C. White dormitory) that abutted the campus on the corner of Huntington and Forsyth, and in the summer of 1961 Northeastern had added its first suburban property, Henderson House, in Weston to be used for Continuing Education programs (see Chapter IV). The development of these properties would be included as part of the achievements of the Diamond Anniversary Development Program. Further, in announcing the Program, Dr. Knowles disclosed that funds amounting to approximately \$1,000,000 were already in hand or had been pledged. Thus the first phase began with a running start.

That such a start would not falter was apparent almost immediately when on December 16, 1961, the Board of Trustees approved plans for the first of the new priority projects, an extension to the Science Center. Fund raising began promptly, and by May 1962 sufficient resources had been raised, including a \$100,000 grant from the Charles Hayden Foundation and a \$50,000 grant from the National Science Foundation, to justify ground breaking. A year later on November 7, 1963, the first building completed under the Diamond Anniversary Development Program was dedicated. It was named the Sarkis and Vosgitel Mugar Life Science Building in recognition of a substantial gift by their son, Stephen P. Mugar, President of Star Market and member of the Northeastern Corporation and later of the Board of Trustees. The new building contained administrative offices, classrooms, and research laboratories for the recently acquired College of Pharmacy. In addition, it provided space for the departments of Psychology, Biology, Chemical Engineering, and Natural Science. The architects' dream drawing was beginning to be realized.

In the meantime, and even before the first spadeful of dirt was turned for Mugar, the University had also begun to raise money for other projects that were eventually to be amortized on a self-liquidating basis. Two of these projects were already well underway or almost complete as the first phase began. One project was the \$150,000 equipping and remodeling of Henderson House, dedicated May 12, 1962, with costs to be met by fees from conferences, workshops, and special courses for men and women in business and industry. The other project was the \$1,700,000 purchase and remodeling of Roosevelt apartments, which had opened for occupancy in the fall of 1961.

A totally new self-liquidating project, however, that was also initiated during the first phase was the addition to the Carl S. Ell Student Center. Originally this building had been conceived as a low-priority undertaking

and was scheduled for completion around 1970. It soon became apparent, however, that the students had other ideas. A petition, circulated in the spring of 1962 and signed by 70 percent of the student body, attested to their enthusiasm for a new activities building; thus in October 1962 the Trustees gave the go-ahead for a \$3,600,000 addition, which would be initially financed by government loans but ultimately amortized through self-imposed student fees. Construction began in the spring of 1964, and the building was completed for dedication on November 16, 1965. "I can remember when we used to eat our lunch on the fire escape just to have enough room to open our paper bags," said one 1958 graduate, gazing in awe at the new 1,200-seat cafeteria. His response to the 10,000 square feet of red-carpeted lounge, the ballroom for 300, the game room with seven Ping-Pong and five billiard tables, and the twenty-five meeting rooms that were all part of the new structure, is not, however, recorded.

Still a fourth self-liquidating project and the third totally new building to be begun at this time was the Frank Palmer Speare women's dormitory. On the grounds that "academic programs must be accessible," dormitories had been included as a top priority in the initial development plan. In the fall of 1962, then, negotiations began for Northeastern to exchange with the City of Boston a certain amount of University-owned property for a portion of St. Stephens Street, which ran from Opera Place to Forsyth Street and divided University-owned property to the north of Huntington Avenue. Once this exchange was accomplished, Northeastern was free to develop the area, and plans for a new dormitory moved ahead rapidly. Financial arrangements were made through the Federal Housing and Finance Administration to meet initial costs, and on April 8, 1963, ground breaking for a \$2,900,000 women's dormitory was celebrated. Cornerstone ceremonies took place the following year, and on September 17, 1964, the second building completed under the DADP was dedicated in honor of Frank Palmer Speare, Northeastern's founder and first President.

Thus, even before the First Phase drew to a close, substantial inroads had been made in the development of the Huntington Avenue campus. Two new structures had been completed and dedicated—Mugar to the south of Huntington Avenue and Frank Palmer Speare Hall to the north. A third building, the Carl Stephen Ell Student Center Addition, was in the process of completion and would be dedicated on November 16, 1965, as the first finished capital project of the second phase. Still other capital achievements of this period were the renovations of existing structures at a cost of \$500,000. In addition, several acres of adjacent city land had been purchased, bringing the total of Huntington Avenue property to 47

acres by 1964, and leases with option to buy had been taken on still other lots.

Such accomplishments alone would have justified a verdict of successful University development, but it was also during this period that Northeastern began its march to the suburbs, and the scope of this undertaking almost overshadowed its urban activities.

In 1959 when the first Master Plan for Development, the forerunner of the Diamond Anniversary Development Plan, had been drafted, little thought had been given to the idea of branch campuses. Less than two years later, however, when property in Weston became available, the administration realized that suburban extension might offer real advantages. The particular issue sparking this change of perspective was accommodations for Northeastern's rapidly expanding Continuing Education programs. As early as 1957 the administration had recognized the need for such facilities, and the 1959 draft plan had listed a Center for Adult Education as "top priority." The problems inherent in such a project, however, were numerous. Not the least of these was city parking during the hours at which adult seminars and workshops were most often held, city traffic during these hours, and the distance of the urban campus from Boston's circumferential highway, Route 128, the research/industry area from which Northeastern drew much of its adult constituency. The Weston property, however, was directly off of Route 128 and could provide ample parking. In addition, it boasted a large mansion particularly suitable for resident conferences. Thus almost without hesitation the administration had shifted its sights from city to country, and in the spring of 1961 negotiations began for what would become Henderson House in recognition of Ernest Henderson, a Trustee, whose generous donation made the acquisition possible (for further details see Chapter IV). By the winter of 1962 Henderson House had already proved an invaluable asset: between its opening in October 1961 and the winter of 1962 the Office of Continuing Education had sponsored twenty-three programs there, including those of the Bureau of Business and Industrial Training, and special programs.⁸

Despite this initial advance into the suburbs, however, the announcement of the Diamond Anniversary Development Program had focused entirely on Huntington Avenue, suggesting by omission if nothing else that suburban expansion was still considered a maverick rather than a fundamental part of development. Ensuing events, however, soon changed this attitude.

Central to what was to become a new dimension of expansion was

increasing pressure for Northeastern to provide additional programs, particularly graduate-level programs, for the same Route 128 engineering and business personnel who had figured in the plans for Henderson House.

Since World War II, advances in science and technology had prompted many in these fields to seek higher degrees. As a consequence, in the spring of 1962 a number of larger firms on and around Route 128 approached Northeastern with the suggestion that it establish a campus within easy access of their personnel. The University responded by setting up a graduate center on a temporary basis in facilities rented from Weston High School. It was anticipated that perhaps three hundred would enroll, but no sooner did the program open in September 1962 than five hundred enrolled in the eighteen proffered courses. The following year (September 1963) nine hundred enrolled in thirty-two courses. That temporary quarters would not suffice was clear, and the University set about exploring the possibility for something more permanent. Possible properties that presented themselves included a golf course on Routes 3 and 128 and a 15-acre Nike missile installation adjacent to Route 128 in Burlington, which had been recently declared surplus and assigned for disposal by the Department of Health, Education and Welfare.

In terms of size and location the Nike site was favored, but competition from the town of Burlington, which was considering the area for a recreation and park facility, and from the state, which envisioned transforming abandoned silos into housing for state archives, presented complications. The discussion dragged on for months, bogged down in a Washington, D.C., Army office in charge of surplus property. At this point Leverett Saltonstall, senior Senator from Massachusetts and a member of the Northeastern Corporation since 1936, intervened. Going directly to the Secretary of Defense, Senator Saltonstall persuaded the Secretary of the wisdom of recognizing Northeastern's claim. Shortly after, all competing claims were withdrawn, and in April 1963 the city council of Burlington voted unanimously to welcome Northeastern. A few days later the *New York Times* included the following news release: "Northeastern University is joining the move to the suburbs. After considering plans to move for over a year, Asa S. Knowles, President of the University, said this week that Northeastern would construct a \$1 million campus in Burlington."⁹

The "plans" to which the *Times* referred had included not only the negotiations for the property but also an extensive study for its potential development. A preliminary survey had revealed that the percentage of engineers in the total population in this area was about four times as large as for Metropolitan Boston as a whole. It was Dr. Knowles's contention that "for these people education is not over when they finish high school

or college; they must continue their education." In light of this, he declared: "Northeastern intends to give the area the benefit of its courses and curricula leading to undergraduate and graduate degrees; its competent faculty . . . ; and its authority to grant degrees . . . in accredited programs." He went on to outline the advantages to industry—advantages that can be summarized as upgrading of professional personnel, prosperity to the area, availability of cooperative students, easy accessibility to programs, and the fulfillment of a demonstrated need. Giving substance to his conclusion was the expressed support of the project by forty firms in the area.¹⁰

On June 24, 1963 the deed for $14.7 \pm$ acres was officially received, and less than a month later Trustee approval was given to use unassigned development funds and a loan to meet initial construction cost of a winged structure that would include classrooms, a lounge, a small library, and seminar space, as well as administrative offices and an auditorium. Total costs covering both the building, landscaping, and property improvements, estimated at approximately \$1,000,000, were to be self-liquidating. Tuition would be slightly higher than on Huntington Avenue and, on the basis of a 2,000 enrollment, it was predicted that income would pay operations and instructional costs as well as amortize the debt in less than ten years. As it turned out, enrollments were far higher than expected—by 1968, 5,000 students including 400 from the basic colleges were enrolled—and in the space of a few years, although new classrooms already had to be added, tuition was regularized to match that on Huntington Avenue. Thus on May 23, 1964, Northeastern's suburban campus was officially opened, although dedication of the main classroom-administration building did not take place until April 28, 1972, when it was named in honor of Byron K. Elliott, Northeastern's retiring Chairman of the Board of Trustees.

The addition of the Burlington facility had given Northeastern two branch campuses; others would follow shortly. The impulse behind their establishment had been a desire to respond to community needs for new programs in new areas, which would be accessible and appropriate to the type of courses being offered. For this reason it should also be noted here that it was during this same time and from much the same impulse that Northeastern began to develop a unique satellite campus system.

The satellite campus system, which differed from the branch campus system to the extent that facilities were rented rather than owned, was originated by Dr. Albert E. Everett as Director of the Office of Adult and Continuing Education, and was largely implemented by Dean Lawrence Allen of University College. It meant that the University rented head-

quarters in local high schools where there was a high demand for college programs. Northeastern then provided these programs under the aegis of University College or, in some instances, under the Office for Continuing Education. From an initial two facilities rented in Weymouth and Framingham in the early 1960s, the system rapidly expanded until by 1975 it encompassed almost a dozen such satellites and inspired imitators in colleges throughout the area. Technically, because such facilities were rented and not owned by the University, a discussion of them does not belong in a chapter on physical development; they have been mentioned, however, because they reflect the same attitude toward expansion that led to the founding of the branches. In the course of time, this suburban expansion would prove instrumental in swelling Northeastern's enrollment and, in fact, become the chief mechanism through which the University would become the largest private higher education institution in the country. This, however, is to get ahead of our story. In June 1963 Northeastern had simply two branch campuses; by July it had three.

The addition of Northeastern's third branch campus, the Warren Center in Ashland, Massachusetts, officially occurred on July 11, 1963. The first step leading to its acquisition, however, had taken place quite by accident the previous summer. At that time Donald W. Lovejoy, then Assistant to President Knowles, later Dean of Liberal Arts in University College, had visited the Mount Monadnock area in New Hampshire where he had met Mrs. Edith B. Warren, widow of Henry E. Warren, inventor of the telechron clock. Mrs. Warren had declared to Mr. Lovejoy that she was eager to give part of her late husband's property in Ashland to a university for development as an educational site, but that when she had approached the University of Massachusetts, it had evinced no interest. This was not, Mr. Lovejoy's reaction. Conscious that Northeastern was expanding beyond Huntington Avenue, he relayed the news of a possible gift to Dr. Knowles. The University had just launched a new physical education program for men and was scheduled to begin a program for women in the fall of 1964. The issue of where to find space for needed athletic facilities was even now under discussion, and the possibility of attaining the Warren property could not have come at a more propitious moment. As a consequence, Dr. Knowles went to call on Mrs. Warren.

The meeting proved more than satisfactory. The Ashland property, with its fields and woodlands as well as access to the Ashland reservoir, was perfectly suited to Northeastern's purposes of providing instruction in a variety of physical education fields. Furthermore, the University's ideas on developing the property accorded with Mrs. Warren's own wishes.

The ensuing months were spent ironing out details, and on July 11, 1963, Northeastern received a deed conveying the outright title to 39.5 acres of land as well as the use of an additional 25 adjoining acres. Acquisition of the new campus coincided almost exactly with negotiations for a merger with Boston-Bouvé, and there is no question that the opportunities presented for recreation, education, and an outdoor laboratory on the Warren property figured largely both in Northeastern's desire for the property and in the successful completion of the Bouvé merger.

In June 1964 the first phase of the Diamond Anniversary Development Program drew to a close. Fund raising from private sources had exceeded the goal by some \$250,000, to reach almost \$4,800,000, and government sources had provided still another \$14,800,000. Projects completed or in the process of completion were officially listed in the First Phase Report, submitted by the Board of Trustees in June 1964: "Endowment and Special Funds \$1 million; West Dorm (purchase and remodeling of Roosevelt apartments) \$1.7 million; Mugar Life Science \$2.6 million; Frank Palmer Speare Hall \$2.9 million; Student Center (under construction) \$3.7 million; Henderson House (purchase and improvement, \$150,000); suburban campus building \$1 million; land acquisition \$4 million; construction of parking areas and land improvement (in process) \$6 million; remodeling of existing areas to improve facilities (in process) \$500,000."¹¹

No mere list, however, can suggest the full dimension of development. The University not only had added to its plant in the city and moved into the suburbs, but also had begun several projects that would come to fruition in the next stage.

4

Officially, the second phase of the Diamond Anniversary Development Program, which was to extend from 1965 through 1969, opened in the ballroom of the Boston Sheraton Plaza Hotel, on February 23, 1965, with a dinner for more than four hundred business and industrial leaders, University Corporation members, Trustees, and alumni. Following dinner, Dr. Knowles reviewed the accomplishments of the last several years and cited the immediate goals for the next five years. "We have raised \$4.8 million and have done \$19.5 million worth of developing," he remarked to appreciative laughter, and then went on to announce revised objectives, including a total fundraising goal of \$52,000,000, as contrasted to the earlier \$40,000,000, and plans for the construction of several buildings, many of

which had been unanticipated in the 1961 master plan. Yet so quickly did even these revised objectives change, that it is more profitable now to review what actually happened than what was anticipated.

What happened was that Northeastern launched on a period of expansion that in retrospect almost boggles the mind. So extensive and intensive, in fact, was the physical development of the University during this period that some were tempted to label it as Northeastern's "Age of Bricks and Mortar." Such a label, however, would be misleading, for, as a brief review of that development amply demonstrates, the bricks and mortar were a mere physical expression of a far more profound educational development.

Top priorities of the second phase as announced at the kick-off dinner had included academic buildings: specifically, a research building for Physics and Electrical Engineering, a chemistry building for undergraduate and graduate chemistry, a classroom laboratory building designed to house the College of Nursing and also to be used for physical therapy programs as well as biology laboratories and television studios, and athletic facilities to provide for expanded programs in physical education and recreation. Other priorities included more dormitories to bring to 2,200 the number of students who could be housed by the University, and, of course, the expansion of parking space.¹²

No sooner it seemed were these priorities announced than the University set about to fulfill them. It was as if the administration sensed that these projects must be quickly gotten out of the way in order to clear space for as yet unimagined new goals. As a matter of fact, the proposed classroom laboratory building for nursing and physical therapy had already been started. The 1964 establishment of the College of Nursing and the merger with Boston-Bouvé during the same year had made accommodations imperative, and on April 24, 1964, the Board of Trustees had approved the plans for construction with the ground-breaking ceremonies to take place that fall. Initially it was hoped that the entire structure would be completed and ready for occupancy by September of 1965. Unfortunately, however, snags in securing accreditation for nursing, a prerequisite for federal fundings, presented some development problems (see Chapter VII).

Government grants covered only that portion of a building uncompleted at the time of an on-site visit by government officials, who, in their turn, had to wait accreditation. At one point the administration even found itself wishing that the builders would move somewhat less swiftly in order to assure sufficient government funding. As it happened, the new hall did

open on schedule in September 1965 and without the coveted government grant for \$450,000, which was not received until April 17, 1966, and then only because of the adroit intervention of U.S. Senator Leverett Saltonstall and Representative John W. McCormack, both of whom were from Massachusetts.

Despite the problems attendant on funding, however, Mary Gass Robinson Hall was dedicated on April 7, 1966. Named in honor of the wife of Dwight P. Robinson, Vice Chairman of Northeastern's Corporation and Board of Trustees, whose generous gift had facilitated its development, the structure formed the third side of what was to become known as Northeastern's health sciences quadrangle. Above the door a cartouche, suggested by Mrs. Robinson, showed the heraldic symbols of nursing, physical therapy, health sciences, and the Red Cross and set the theme of the area. (So appealing was the idea of the symbolic cartouche that henceforth all new Northeastern buildings would adopt this idea.)

Even as Robinson Hall opened at the southeast corner of the campus, a second top-priority structure, the Physics and Electrical Engineering building, was begun on the lot directly behind the graduate center. Funds for the facility represented unstinting efforts on the part of Northeastern's Development Office, President Knowles, and Chairman of the Physics Department Roy Weinstein, and culminated in a grant for \$900,000 awarded the University by the National Science Foundation in January 1965. The grant, which was unprecedented in size, clearly attested to Northeastern's growing power and reputation in the fields of engineering and physics.

Thus in the fall of 1965, bulldozers again began leveling ground, this time for a \$2,800,000 facility that would include the newest in high and low energy and solid state laboratories, a physics and engineering library, computation rooms, and administrative offices for faculty and graduate students. The first structure on campus to be totally devoted to graduate instruction and research, it was completed in the fall of 1966 and dedicated the following spring on May 18, 1967, in recognition of a generous donation from Charles A. Dana, noted industrialist, philanthropist, past president of the Charles A. Dana Foundation and, incidentally, a friend of Dr. Knowles from his days in Toledo.

Following the completion of Dana Hall and with scarcely a pause for breath, ground-breaking ceremonies were held for still another three buildings. Two of these, Dockser Hall, which would house the administrative offices and remaining departments of Boston-Bouvé, and Barletta Natatorium, which would provide a swimming pool, weight rooms, hand-ball courts, and other athletic facilities, would help to fulfill Northeastern's commitment to provide the best in modern facilities for Boston-Bouvé.

The third building would bring together the several chemistry laboratories previously scattered in different buildings across campus.

In the fall of 1968 all three buildings opened. Dockser, dedicated as Charles and Estelle Dockser Hall on October 25, 1968, was the first structure named in honor of an alumnus whose substantial gift had helped pay for the building. Designed on the contemporary classic style characteristic of Northeastern's architecture, the 40,000 square-foot structure provided space not only for the administrative offices and classrooms of Boston-Bouvé but also for an instructional gymnasium, a dance studio, and several laboratories and recreational facilities. Barletta Natatorium was dedicated January 14, 1969, in honor of Vincenza and Frederick Barletta, whose family had donated generously to the structure. The third building, Edward L. Hurtig Hall, although ready for occupancy in that same fall of 1968, was not dedicated until a year and a half later on December 6, 1969.

At this time the \$3,000,000 building, which formed the final side of Northeastern's health sciences quadrangle, was named in honor of Edward L. Hurtig, Chemistry '46, who lost his life in Europe during World War II. The name was chosen by his brother, Carl R. Hurtig, E'48, Senior Vice President of the Damon Corporation, member of the University Corporation and the National Council, and later a member of Northeastern's Board of Trustees, and whose generous contribution had helped to meet the cost of the new structure.

All of the aforementioned facilities had provided space for programs that were already underway when the second phase began, and with their completion, the construction of needed academic buildings, cited at the February kick-off dinner, was fulfilled. In the meantime, new programs were being added to the University, faculty was growing, and enrollments were surging ahead—all of which brought new needs for new facilities. Thus in 1965 the Board of Trustees authorized still another basic college, the College of Criminal Justice, and in 1966 gave its approval to the re-opening of the School of Law, which would accept new students in the fall of 1968. Although the nineteenth-century educator Mark Hopkins might have spoken blithely of education as a log with a student on one end and a teacher on the other, it was evident to the administration that somewhat more commodious accommodations would be needed for the new School and College. By late 1966 plans were already underway for new facilities, and shortly after, the objective of \$14,000,000 to be raised in the second phase of the DADP was revised upward to \$23,000,000.

Initially it was assumed that the structures for law and criminal justice would be separate, but mounting construction costs and the convenience of creating a dual facility for such closely related areas soon became

apparent. Thus no sooner did Dockser, Barletta, and Hurtig open than construction equipment trundled up Huntington Avenue to begin work on a bipartite structure that opened the following fall in 1969. It was named the Asa S. Knowles Center for Law and Criminal Justice in recognition of the President's ten-year anniversary. The law section, which included a library with initial capacity of about 100,000 volumes, a courtroom for moot trials, classrooms, and administrative offices, was subsequently dedicated in honor of Ethel G. and Reuben B. Gryzmish (L.L.B. '12) on December 19, 1970.

Dedication ceremonies for the Criminal Justice section were scheduled for the following year, but political problems (see Chapter XVII, XVIII) necessitated a delay, and it was not until April 15, 1972, that the building became officially designated as John A. Volpe Hall. Mr. Volpe, Ambassador to Italy, three times governor of Massachusetts, former U.S. Secretary of Transportation, and recipient of an honorary doctor of engineering degree from Northeastern in 1956, was the keynote speaker.

Both of these dedications, of course, occurred after the close of the second phase. The building, however, had been completed earlier, bringing the total of entirely new academic facilities on the urban campus constructed between 1959 and 1965 to seven: Robinson, Dana, Dockser, Barletta, Hurtig, and the bipartite Gryzmish and Volpe. In the meantime, further expansion of academic programs compelled the University to look even further for more space.

Although in the 1961 Development Plan it had been determined that academic facilities should be located to the south of Huntington Avenue and dormitories to the north, when in 1965 two adjoining buildings—102 and 104 The Fenway, known respectively as Cushing Hall and the Kennedy Memorial Center—became available, the University decided to purchase them for academic use. Both had been part of the Cardinal Cushing Guidance Center for Boys and as such were more suitable for educational rather than residential purposes. Subsequently, both were remodeled to house the College of Education. The 102 facility continued to be called Cushing, but the Kennedy Building, which came to house most of the administrative offices of the College as well as its Department of Educational Administration, Reading Clinic, and Learning Resources Laboratory, was renamed Helene and Norman Cahners Hall. The name was accorded in recognition of the Cahners' substantial support toward the facility's development, and was subsequently dedicated on December 16, 1974. Despite the late dedication date, most of the renovations of the Education buildings occurred within the second phase, and thus they may justifiably be included as capital academic projects undertaken in that phase.

As Northeastern extended its academic programs and found homes for them, so also, and as it had promised, did the University continue to expand its dormitories to make these programs more accessible. As early as April 1964, Dr. Knowles, addressing the Board of Trustees, had declared that the University was short some 1,250 spaces, and at the current rate of enrollment acceleration it would have to find room for approximately 2,500 dormitory students by 1973-74.¹³ As a consequence, the Board gave approval to a request for funds from the Federal Housing and Home Financing Agency. In 1965, just a year after Speare Hall was completed, construction began on what was to become the West building of the Charles and Annie B. Stetson dormitory. At the same time the University also authorized the purchase and remodeling of buildings at 90 The Fenway and 129 Hemenway Street. These three structures, along with Northeastern-owned property at 81-83 St. Stephens Street and Roosevelt apartments at the corner of Huntington and Forsyth, were subsequently dedicated on November 9, 1966.

Charles and Annie Stetson Hall, directly behind Speare, was named in memory of Charles Stetson, a former member of the Corporation and the Board of Trustees, and his mother, Annie B. Stetson. The building had been originally conceived as a men's dormitory but as female enrollment continued to grow (by 1965 there were 1,700 women at Northeastern as contrasted with 300 in 1959), plans changed, and it opened with rooms for 400 women. Other women's residences were the Hemenway property (capacity 200), dedicated that November day as William Lincoln Smith Hall in memory of Northeastern's first professor and recipient of one of its earliest honorary Doctor of Engineering degrees, and the St. Stephen Street property, dedicated as Galen David Light Hall in memory of the first secretary and treasurer of the University. (Light, which had a capacity of 68, later became a men's residence.) The two men's dormitories dedicated at the same time were 90 The Fenway (capacity 140), now called Harold Wesley Melvin Hall in honor of the University's first Dean of Students and the former Roosevelt apartments (capacity 370), now named for William Crombie White "in recognition of his distinguished service as teacher, Provost, and first Executive Vice President of Northeastern."

Even as these dedications were taking place, construction was beginning on still another \$3,000,000 dormitory. A twin to Stetson West, it was popularly called Stetson East and opened in 1967. In the meantime the University had also taken out several leases with option to buy on neighboring buildings. These included 115 and 119 Hemenway Street, subsequently purchased in 1967, and 153 Hemenway Street, leased in 1966 and

purchased in 1969. Altogether, at the end of the second phase, almost 2,500 students were being housed at the University, and the annual fall/spring migration of hundreds of young people bent under the burden of suitcases and stereos, pennants and paraphernalia had become an accepted ritual in the triangular neighborhood bordered by Gainsborough Street, Huntington Avenue, and the Fenway.

By 1969 the artist's earlier rendition of Northeastern's future had been almost totally fulfilled and in some sense had been surpassed. To the south side of Huntington Avenue, where the complex of academic buildings had been envisioned, that complex now stood. To the north side, where dormitories had been projected, dormitories now stood. Perhaps the only major omissions from the dream vision were the chapel, originally conceived as a separate structure but now included as an ecumenical religious center in Ell, and the physical education complex, which had been sketched in to the west of the campus. In place of the latter, the University had largely developed new parking areas, but the physical education accommodations had not been forgotten. In fact they had been more than compensated for not only by the construction of Dockser Hall and Barletta Natatorium adjacent to Cabot Physical Education Center, but also by the addition and development of the Warren property in Ashland, by the improvement of Kent Field in Brookline, and by a contract to use and improve the Riverside Boathouse in Cambridge. All of these latter achievements became a substantial part of the capital projects of the Diamond Anniversary Development Program, particularly of the second phase.

The need for the Riverside Boathouse had, of course, not even been anticipated when the Diamond Anniversary Development Program was launched and only evolved with the founding of Northeastern's varsity crew in 1964 (see Chapter XV), but that the new facility could be leased and financed so quickly stands as clear evidence of the Program's overall efficiency and flexibility.

The improvement to Kent Field had also not been anticipated in 1961. At that time it had seemed more practical to develop an in-town playing field. The acquisition of Warren Center, however, with its vast potential for development as a recreational and physical education center, the uncertainty about the city's desire to develop an inner-belt highway, which left in question the exact borders of Northeastern's property to the west, and the increasing need for urban parking space had made development of Kent Field in Brookline a more practical solution to the University's need for facilities for football, baseball, and related activities. Thus it was

during the second phase that funds were budgeted for this project, which included extension of the bleachers, resodding of the field, and finally an addition to the existing field house. Although renovation continued well into 1973, by 1969 improvements had reached a stage that justified recognition, and on May 12 of that year the Brookline facility was renamed and dedicated to Edward Snow Parsons, University Athletic Director from 1925 to 1953, Business Manager from 1953 to 1967, and Vice President of Business from early 1968 to his retirement later that year.

Although both the above projects, in tandem with the construction of Dockser and Barletta, went a long way toward fulfilling the University's pledge "to provide for expanded programs in physical education and recreation," without doubt one of the most important moves toward that fulfillment was the continued development of the Warren Center, which by 1967 would command 170 acres of land, a lodge, and a series of new buildings.

The first step in the new expansion of the Warren Center actually began almost immediately after the announcement of the second phase of the DADP. At that point the Board of Trustees voted to accept from the Warren Benevolent Society an additional 25 acres in Ashland provided for in a codicil to Mrs. Warren's will. Shortly after the University became the recipient of two grants from the Charles Hayden Foundation. The first of these, for \$100,000, allowed the University to begin construction on a lodge and several small cottages for group living. In the summer of 1965, Boston-Bouvé conducted its first camping program in Ashland for handicapped and inner-city children. So impressive were the physical developments and the use to which the property was being put that the Hayden Foundation then awarded a second grant, this time for the unprecedented amount of \$400,000. The second grant allowed the University to complete the Center, and by the time of its official dedication, May 12, 1967, facilities included the Hayden Lodge, five cottages, health service accommodations, public restrooms, four tennis courts, playing fields, and a well-developed lakefront for aquatic activities. A highlight of the dedication ceremony was the announcement that the Warren Benevolent Fund was donating an additional 104 acres to the University for physical education and recreational purposes.

The acquisition of Henderson and the Warren Center, as well as the establishment of the Burlington campus, all of which had occurred during the first phase of the Diamond Anniversary Development Program, had made clear that the University no longer felt bound by the limits of its urban campus. The development of Kent Field and of Warren and the

contract for and improvements to the Riverside Boathouse underscored this new policy. Thus it would come as no surprise when Northeastern moved to extend its suburban holdings in the second phase, adding still two other pieces of suburban property. One of these acquisitions, the Cummings property, consisted of 30 acres of land immediately adjacent to the Burlington campus. Included in this purchase, completed in 1967, was a greenhouse with extensive and unique plant collections, which considerably enhanced the University's ability to provide its students and faculty with sophisticated botanical research opportunities (see Chapter X).

In the meantime an even more extensive addition had taken place in the winter of 1966 when the federal government assigned to Northeastern a 20-acre Nike site in Nahant, Massachusetts, for use as a Marine Science Institute. At this point, then, the University began the development of still its fourth campus. The steps leading to the government's assignment of this land to Northeastern, and the subsequent growth of the University's program there, were to some extent unusual. To the degree, however, that they illustrate the close correlation between property, perceived academic needs, and federal support, they serve as an appropriate paradigm of the University's expansion during the period.

The perceived academic need in this instance was for education and research in ecological areas, particularly marine biology. Awareness of Northeastern's capacity to serve in this area had actually surfaced three years earlier in relation to quite a different site and a somewhat different program. At that time Dr. Nathan Riser, Chairman of the Department of Biology, brought to Dr. Knowles's attention the possibility of a merger with the William Clapp Laboratories in Duxbury, Massachusetts. The Laboratories were engaged in research on marine biological organisms and were interested in a university affiliation as one way to expand their government-sponsored contracts. Although the University had not previously considered expansion in this area, Dr. Knowles—ever alert to making "additions to our programs and services as they conform to established objectives and can be operated on a sound financial basis," was interested.¹⁴ The proposition seemed particularly feasible because at least initially Northeastern's commitment would be fairly limited.

According to preliminary plans, the Laboratories would make its staff and facilities available to the University in return for research opportunities. Dr. Albert Richards, president of Clapp Laboratories and a well-known scientist, would become an adjunct professor directing all programs relevant to oceanography. Laboratories would be shared, and neither corporation would have financial responsibility for the other. Before negotiations

could be completed, however, Dr. Richards died, and the University found itself facing a whole new set of conditions according to which it would not only become totally responsible for the programs to be offered at the facility but also for its financing.

Before making a final decision on these conditions, Northeastern launched two studies: One was to test its own potential for development into marine science and the other was to determine the status of marine research and the potential for funding of this field. Both results were affirmative. Although Northeastern's biology department was small, the consensus was that it could be expanded, even to offering a doctorate in biology (subsequently introduced in 1966). Dr. Nathan Riser was himself a marine biologist and could assume the duties previously imagined for Dr. Richards. The second study of general conditions brought the information that "the oceanographic field is expanding at a tremendous rate but one big problem exists—not enough oceanographers." A report to the Board of Trustees on June 8, 1964, summarized the situation: "There seems to be a consensus among educators and scientists that in the years ahead the oceans will be the focus of a great deal of research. It is thought that the federal government will likely spend huge sums of money in grants and contracts in the field of marine biology." In light of these findings the Board voted in favor of affiliation, but it was too late. The Clapp Laboratories' Board of Directors had already voted to become associated with Batelle Memorial Laboratories in Columbus, Ohio.¹⁵

Understandably, Northeastern was disappointed. Nevertheless, the months of soul-searching had not been lost. Under pressure for a decision on the Duxbury property, all the spadework necessary for instituting a marine science biology program had been done. Therefore, less than a year later in the spring of 1965, when a Nike site of approximately 20 acres owned by the federal government in the town of Nahant became available, the University was prepared to act. On May 14, 1965, the Board of Trustees voted unanimously to authorize President Knowles to negotiate for the property. The same evening, Dr. Knowles and Professor Edward S. Parsons traveled to Nahant to present Northeastern's plans to the selectmen, planning board, and advisory committee of the town.

Although initially there was some feeling that the town would do better to return the property to taxable status, the tide turned with the impassioned support of A. Hall Stiles, President of the Lynn area Chamber of Commerce, who stated: "Northeastern will attract personnel of unusual merit to the town and will put our area on the map as the center of oceanographic exploration and development." The meeting thus ended on a rising note of welcome to the University, and Dr. Knowles promptly

applied to the regional representative of the Division of Surplus Property Utilization for the Nike site to be used "for purposes of research in the area of marine biology and environmental engineering."¹⁶

The next few months were spent in soliciting the aid of Senators Edward Kennedy and Leverett Saltonstall in acquiring the property, and on January 18, 1966, two telegrams arrived at Dr. Knowles's office informing him that the General Services Administration had assigned 20.28 acres of the former Nike site at Nahant to the Department of Health, Education and Welfare for transfer without cost to Northeastern University.

Plans for development of the site got underway immediately and between 1967 and 1969, construction, research, and course offerings proceeded apace. On October 29, 1969, the David F. and Edna F. Edwards Marine Science Laboratory of the University's Marine Science Institute was dedicated in a day-long ceremony that included discussion by a panel of some of the world's leading authorities in marine biology. It was the only such laboratory owned by a private university in New England, and the completed facility included classrooms and space for master- and doctoral-level students as well as for visiting scientists to carry out research in ocean chemistry, water quality, and pollution. A special feature was a unique running seawater system that delivered high-quality seawater into tanks maintaining animal and plant life. Altogether, the cost to the University, over and above that which could be met by specific research projects, totaled some \$250,000, much of which was met by a substantial bequest from David F. Edwards, longtime friend of the University and Trustee from 1943 until his death in 1964.

On December 31, 1969, the Second Phase of the Diamond Anniversary Development Program ended. Its achievements had far exceeded its goals. In addition to the research, chemistry, nursing/physical therapy, and physical education/recreation buildings projected as needed academic facilities in 1965, two other structures, one for the new College of Criminal Justice, the other for the School of Law, had been completed. During the same period 102 and 104 The Fenway had also been purchased and refurbished for the College of Education. Further enhancing the University's ability to provide needed programs were the improvements to Kent Field, the Riverside Boathouse, and Warren Center, the addition of the Cummings property adjacent to the Burlington campus, and the opening of Northeastern's fourth suburban campus, the Marine Institute in Nahant. Paralleling this expansion of academic facilities was the expansion of dormitory space, which by 1969 had grown to a point where 2,500 students could be accommodated.

By any measure the accomplishments of these years merely in terms of physical growth were substantial. At the same time, however, endowment had also been increased by some \$3,600,000 (first and second phase total). Overall, some \$47,700,000 had been raised since the Diamond Anniversary Development Program had begun—\$26,100,000 of that coming in the second phase alone—and a new goal of \$65,500,000 was now established.¹⁷

5

By the opening of the third phase of the Diamond Anniversary Development Program in 1970, most of Northeastern's expansion goals had already been accomplished. The main thrust of the final stage, which had been extended through 1974, was not so much to break ground for new projects as to close the books on those already completed. In the next four years, then, there were to be only three major additions to Northeastern's physical plant, although one other was authorized for later completion. In 1970 the Afro-American Center opened on Leon Street after extensive renovations to University-owned property there, and in 1973, 96 The Fenway, previously a privately owned girl's dormitory, was purchased as a faculty center and residence. It was dedicated on October 28, 1975, in memory of Harold H. Kerr, a member of the Northeastern Corporation since 1942 and a member of the Board of Trustees from 1945 until his death in 1963.

In February 1973 authorization was also given for an extension to the Mugar Life Science Building, which would provide more space for the rapidly growing health-related programs. By the time Dr. Knowles stepped down as President in 1975, the addition had been finished. It was dedicated on October 13, 1976, as the Amelia Peabody Health Professions Center, in appreciation of a gift from Miss Amelia Peabody, sculptress and teacher, whose efforts on behalf of health care made the naming particularly appropriate. In 1965 she had been awarded Northeastern's honorary Doctor of Fine Arts and two years later was elected to the Corporation as its first woman member; in 1970 she was named to the Board of Trustees.

The final major project authorized by the Board of Trustees in February 1974, just before the official closing of the Diamond Anniversary Development Program, was for a new building that would consolidate into one facility all of the varied activities related to cooperative education. Completed in 1976, it was dedicated September 22, 1977, in appreciation of a gift from Russell B. Stearns, whose intense interest and efforts in behalf of cooperative education had been clear for almost a quarter of a century;

in 1957 he had become a member of Northeastern's Corporation and in 1958 a member of its Board of Trustees.

In addition to these achievements, the third phase also saw extensive renovations to Parsons Field, to Cabot Athletic Cage, and finally to Dodge Library. In a sense the need for this last renovation represented the only disappointment in Northeastern's development plans. As the University had grown so also had its library. Under Dr. Knowles, some \$200,000 worth of holdings had been added annually, and in addition, Dodge had been officially designated as a depository for federal government publications in 1963 (see Chapter XIII).

By 1966 enthusiasm to build a new library was running high; by 1968 that enthusiasm had hardened into an imperative, and one of the thirteen student demands of that tumultuous year was for a Libraries Learning Resource Center to have top priority. Plans were, as a matter of fact, already under consideration, and in October 1968 the Board of Trustees gave approval to a high-rise structure that would provide housing for all the different libraries and learning resources of the University. In the summer of 1969 bids were sent out, but when they returned a few months later, even the lowest was 40 percent over estimated cost. Throughout that fall and the winter of 1970 the Board of Trustees and Shepley, Bullfinch and Abbott, the University's architects, struggled mightily to modify the design and bring down the cost—but ironically every modification was almost immediately and automatically canceled by continuing inflation and by the expanding technical needs of the resource programs. During the same period the Office of Development and administration was wrestling with the problem of fund raising. The cold hard fact, however, was that neither enthusiasm nor demands could be translated into cash. Although one University Trustee did make a pledge of \$1,000,000 toward the project, it was the consensus of the administration and the Board of Trustees that in light of spiraling costs it was impractical to make the kind of commitment such a major undertaking would involve. Nor was Dr. Knowles willing to break his own 10 percent rule governing indebtedness, thereby mortgaging Northeastern's future well into the twenty-first century. Thus in December 1970 he recommended to the Board of Trustees that "while there should be a further review of fund-raising prospects, \$250,000 should be budgeted immediately to provide Dodge Library with vitally needed space."¹⁸ The recommendation passed, and renovations began shortly thereafter. In the following years, as construction costs mounted and recession settled in, the library project was postponed indefinitely in favor of further renovation. By 1974 these renovations had been completed (see Chapter XIII for details), and a November recog-

dition ceremony gave tribute to those donors who had contributed almost \$600,000 toward the creation of a modern and efficient library learning resource facility.

In December 1974, six months before Dr. Knowles would step down from office, the third and final phase of the Diamond Anniversary Development Plan was successfully concluded. Between 1961 and 1974, some \$67,800,000, \$2,200,000 above the revised goal, had been raised from private and government sources. Much of this money had been used to raise faculty salaries, initiate and develop programs, and increase endowments, which in 1974 reached \$28,800,000 as contrasted with \$13,000,000 in 1959 (see Appendix D, Achievement of Northeastern's Diamond Anniversary Development Program). As has been demonstrated above, however, much had also gone into expanding and renovating Northeastern's plant, which now comprised 337 acres, 50 on Huntington Avenue alone, with a total worth in excess of \$70,000,000.

6

Whatever the triumph of the third administration in developing programs that are the backbone of the University, there are those who feel its major achievement lay in transforming the face of Northeastern. The Diamond Anniversary Development Program, simply by virtue of its size and scope, had surpassed even "the miracle on Huntington Avenue."

The transformation of the urban campus alone had been little short of startling. Within the limits imposed by already existing structures, by public streets and streetcar tracks, by a railroad to the rear of campus, and a proposed inner-belt highway to the west, a new Northeastern had risen.¹⁹ Where in 1959 there had stood eight new buildings isolated against a background of crumbling red brick tenements, abandoned auto lots and warehouses, there now stood an additional eight academic buildings and a student union. Across the avenue three modern dormitories had been built and thirteen other residences purchased and renovated. In addition, there was a faculty club with a view of the Fenway and next to it newly furnished facilities to house the College of Education. Northeastern had more than achieved the goals set for the development of the Huntington Avenue campus in 1961 and was already projecting new goals to keep pace with its ever-expanding programs and population. In deference to this latter fact, the University established close contact with a new organization, the Fenway Project Area Committee (FenPAC), set up in 1973 by the Boston Redevelopment Authority to assure the continued happy development of the entire area by all its neighbors.

For all the accomplishments on Huntington Avenue, however, perhaps Northeastern's most significant expansion between 1961 and 1975 had occurred beyond the city limits in the founding of its four suburban campuses. By 1975 the Burlington facility alone had close to 9,000 registrations, including both full- and part-time students. Warren, Nahant, and Henderson House were, of course, more specialized in their functions and less important for the numbers they attracted than for the kind of programs they allowed the University to provide. Nahant, as the only marine science institute owned by a private higher education institution in New England, drew oceanographers and marine scientists from around the world. Warren proved a mecca for those interested in physical education and recreation education, while Henderson House permitted Northeastern to host conferences and seminars in an environment free from the distractions of city traffic and city noise.

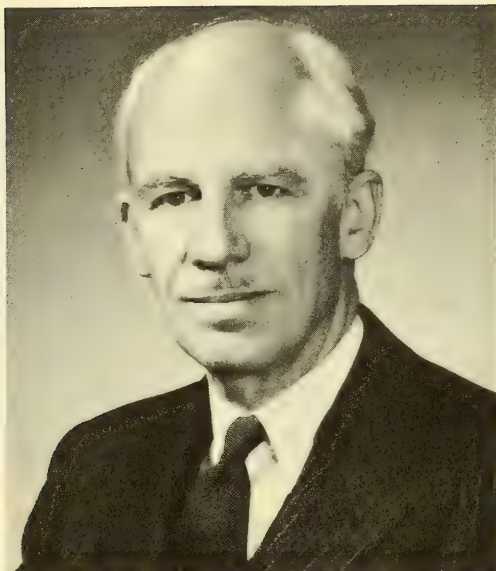
But Dr. Knowles, himself, has a story that perhaps best expresses the physical accomplishments of Northeastern during this period. "It was 1975," the ex-president reminisces. "I had just arrived at Logan Airport and asked the [taxi] driver to take me to Northeastern. He didn't ask me where it was; he asked me, 'Which campus?' "



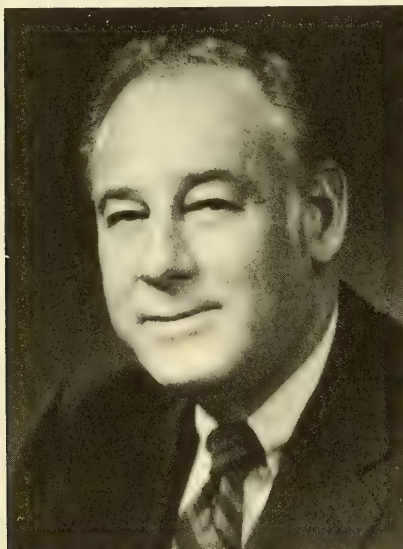
Robert H. Willis, at right, accepts gavel and new responsibilities as Chairman of the Northeastern Corporation and Board of Trustees on November 17, 1971. From the left: Byron K. Elliott and President Knowles.



Robert Gray Dodge, Chairman of the Northeastern University Corporation and the Board of Trustees from 1937 to 1958.



Byron K. Elliott, Chairman of the Northeastern University Corporation and Board of Trustees from 1959 to 1971.



Robert H. Willis, Chairman of the Northeastern University Corporation and Board of Trustees from 1972 to present.



John A. Volpe Hall for the College of Criminal Justice was dedicated on April 15, 1972, in honor of the former Governor of Massachusetts, Cabinet Officer, and U.S. Ambassador.



Byron K Elliott Hall, dedicated on May 28, 1972.



President Knowles with Arthur E. Fitzgerald, Vice President of Academic Affairs, and Irene A. Nichols, Associate Professor of Psychology in Education and Chairperson of the Faculty Senate Agenda Committee.



Roy L. Wooldridge, named Executive Vice President for Cooperative Education in 1973.



President Knowles and Chairman of the Board Robert Willis lead a procession of dignitaries, trustees, and guests of the University into the Ell Center for a ceremony celebrating the conclusion of the Diamond Anniversary Development Program, October 1973.



Royal K. Toebes, Vice President of Alumni Development, with Bernard Solomen '46, a Director of the National Council.



Helene and Norman Cabners with President Knowles at the dedication of Cabners Hall on December 16, 1974.



Dinner marking the completion of the Diamond Anniversary Development Program, April 28, 1975. Shown with their Certificates of Appreciation are, from the left: Harold A. Mock, John L. Burns, Mrs. Earl H. Thomson (accepting for her husband), President Knowles, Robert H. Willis, Donald W. Smith, and Farnum W. Smith. (Other campaign leaders not shown include Edward A. Loring, Norman L. Cabners, David F. Edwards, and Byron K. Elliott.)



Celebrating the official completion of the Diamond Anniversary Development Program are President Knowles with, from the left: Eugene Reppucci, Jr., Vice President for Development, 1971 to present, and Jack Boblen, Vice President for Development, 1968–1971.



President-elect Kenneth G. Ryder receives congratulations from President Ell and President Knowles on May 13, 1975.



*Byron K. Elliott presents Dr. Knowles with a testimonial citation
on June 18, 1975.*



*Robert H. Willis, Chairman of the Northeastern University
Corporation and Board of Trustees, bestows the lavalier of
presidential office on Kenneth G. Ryder.*



*Kenneth Gilmore Ryder, President of Northeastern University since
1975.*

PART FIVE

TOWARD
THE
FUTURE

XXII

A Glance Backward, A Look Ahead

ON MARCH 9, 1973, PRESIDENT KNOWLES ANNOUNCED TO A MEETING OF THE Board of Trustees his intention to retire. He cited as a major reason that he would be sixty-five on his next birthday, but perhaps an additional reason was the strain of the last several years—punctuated by increasing challenges to administrative authority by both faculty and students. If the latter was a consideration, however, the Board of Trustees chose not to recognize it. Confident that a President who had survived the age of student protest could not only weather whatever problems the present held in store but would also provide the leadership necessary to the Institution's continued well-being, the Board prevailed on Dr. Knowles to remain in office until 1975. By this time the Diamond Anniversary Development Program would be completed (the closing of the books had been deferred until December 1974), and the choice of an appropriate successor would be assured. On this latter point there was perhaps the greatest anxiety. The world and the University had greatly changed within a mere decade and a half, and even with twenty-four months lead time no one felt that choosing the next President would be easy.

The imminent departure of Dr. Knowles from the presidency of Northeastern signaled the end of an era. It had been a period marked by an ambitious effort to move the University into the forefront of higher educational institutions. Measured by the number of new programs initiated, by the recognition of the Cooperative Plan of Education as a major educational method and of Northeastern as the leading proponent of that method, by the growth of the Institution's financial resources, and by the expansion of Northeastern's physical plant, the achievements of the third administration were monumental. Yet the future was not assured.

Dr. Knowles had been a strong President. Confident that he knew what was best for the Institution, he had made difficult decisions quickly and with assurance. Within the first three years of his administration, he had reorganized the administrative structure, launched the University on a massive development plan, added one new college, introduced doctoral programs in two fields of study, and approved a vast expansion in research—and this was only the beginning. By 1975 Northeastern had fifty new academic programs, four new basic colleges, three new professional schools, fourteen new doctoral-level programs. Sponsored research, training grants, and contracts had increased from \$600,000 to approximately \$5,000,000. Endowments had grown from \$13,800,000 to approximately \$28,000,000. The value of the physical plant, which now included four branch campuses, had risen from \$15,400,000 to \$68,500,000. And total assets amounted to over \$126,000,000.¹

That such a massive transformation could have occurred so rapidly was partially due to the executive ability of the President. A genius at locating areas where the University could move ahead swiftly and without peer—such areas as health education, cooperative education, and adult education—Dr. Knowles had quickly secured the Trustees' approval for new programs and as quickly had discovered and tapped new resources to support them. His inexhaustible energies and skill in promoting the interests of Northeastern were undeniable, but he was also, as Dr. Knowles was the first to point out, lucky. The coincidence of the country's faith in education and the federal government's willingness to support that faith, which were hallmarks of the 1960s, had provided him with unique opportunities to fulfill Northeastern's destiny, and he had been anything but laggard in seizing those opportunities.

Nevertheless, the years of Dr. Knowles's presidency had not been ones of unalloyed good fortune. The war in Vietnam and the struggle for civil rights at home had brought with them suspicion of "the establish-

ment"—a suspicion that echoed on Huntington Avenue as students and faculty vied for more say in administrative decisions. Exacerbating the problems was the economic recession of the early 1970s, which increased faculty concern for their own professional welfare and gave rise to a move on the part of some faculty to resort to collective bargaining. These problems, in tandem with the increasing role of government in institutional policies, created a challenge to the traditional structure of higher education administration—a challenge with which Dr. Knowles, neither by temperament nor conviction, was sympathetic.

Throughout his administration he had strongly supported existing jurisdictional patterns. Although he had willingly delegated responsibility in the implementation of policy, supported the formation of a Faculty Senate, and encouraged the presence of advisory committees, Dr. Knowles had never conceded that faculty or students should have a voice in the formulation of policy, and he had strongly opposed their representation on the University's governing board.

In brief, Dr. Knowles had had little reason to welcome any interference in the traditional administrative process. Used to getting things done, he had been impatient with what he perceived as simply disruptive gestures. During the student strike of 1970, when confronted by a group of students demanding "End the War, End the War," Dr. Knowles turned to them and snapped, "Tell me how and I will." Although this anecdote has its humorous dimension, it also has its serious side. The assumption that it was the President who was being importuned, albeit futilely, to resolve the problem missed the students' assumption that they shared this responsibility and that their strike was an important device toward this end.

He was even less patient with actions that he felt threatened the overall well-being of the Institution. Faced with the economic recession of the 1970s and the potential attrition in enrollment as the postwar baby boom faded, Dr. Knowles stood hard and fast in support of policies that would assure Northeastern would not be left with an overcommitment to faculty or with operating costs that were more than it could easily absorb. As a consequence, despite faculty opposition, he backed a tenure quota and was reluctant to grant cost-of-living raises, basing his opposition on the grounds that Northeastern could not afford to run a race with inflation.

That the Trustees agreed with Dr. Knowles's assessments and trusted his perception is borne out by their heartfelt endorsement of his decisions and their ardent request that he remain in office at least until 1975. They were also aware, however, that the selection of a new president would not be simple. Dr. Knowles had transformed Northeastern into a major

American university with a national reputation and a solid financial foundation. His successor would have to be capable not only of maintaining this position and of continuing this momentum in a new age of recession and inflation but also of handling the myriad and sometimes discordant interests that had been the inevitable consequences of growth.

2

On March 12, 1973, three days after Dr. Knowles expressed his intention to retire, Robert H. Willis, Chairman of the Board of Trustees, issued a memorandum to the Northeastern University community on the subject of presidential selection. Gone were the days when choosing a president was a matter to be conducted behind closed doors. In recognition of this fact, the memorandum proposed that a special Advisory Committee of faculty, students, alumni, and administrators be appointed to work with a six-member Selection Committee of the Board in determining qualifications for the new president and selecting candidates.²

It is a measure of the time that the Advisory Committee's role, which the Board considered as a liberal concession to faculty/student desires to have some input into the selection process, was perceived by members of the Faculty Senate Agenda Committee as far too limited, indeed unacceptable. In their turn they suggested an Advisory Committee with a great deal more power—so much power, in fact, that the Trustees felt their right to select a president, as accorded by the Northeastern Corporation bylaws, was in danger of being severely compromised. Thus they proposed still another alternative.

This detour from the selection process itself into who should have what to say on what wound on through the next several months. Representatives of the Faculty Senate Agenda Committee met with each other and with the Chairman of the Board, Mr. Willis, as recommendations flew back and forth. The Trustees were adamant that their right to have the final decision should not be broached, while the faculty was equally adamant that their role should be more than symbolic. In the meantime, Dr. Knowles conspicuously absented himself from any part in the matter. In the past it might have been appropriate for the retiring President to make his own wishes known, but in the world of the mid-1970s any show of preference or interference would, he felt, simply alienate a faculty already too sensitive to any show of administrative pressure. By January 1974, however, differences had been ironed out, a compromise reached, and new guidelines for a presidential selection process issued.

The January guidelines stated explicitly that "the Board of Trustees

has responsibility for the final decision and these responsibilities cannot be compromised." They also made room for a twelve-member Advisory Committee, which would now participate not only in determining qualifications and in nominating and narrowing down a list of candidates, but also in evaluating those who remained. Most important, according to the new rules, the Advisory Committee, as well as the Trustees' Selection Committee, would take part in interviewing the candidates and would compile its own final roster of those whom it deemed acceptable. If, and as was considered most likely, both committees agreed on one or two names, these would be the ones submitted to the full Board of Trustees for the final selection. Although provision was made in case there was no agreement, the guidelines conceded that "the Selection Committee will have failed in the performance of its duties if it chooses a candidate opposed by the segment of the University community as represented by the Advisory Committee."³

By April 1974 the guidelines had been voted and accepted, and on May 2, 1974, Mr. Willis appointed Mr. Lawrence H. Martin as Chairman of the Selection Committee of the Board of Trustees. In the meantime the Advisory Committee, under the direction of Judge Allen Hale, had chosen its twelve members, three each from faculty, students, administration, and alumni. On May 23, a joint orientation dinner for members of both Committees was hosted by Chairman Willis at Henderson House.

With the roles of the two Committees decided and their members selected, the process of actually finding a presidential successor began. But again, conditions in the last quarter of the twentieth century made the procedure far more complicated than it had been a mere decade and a half earlier. Now federal legislation demanded that the position be advertised, and in August 1974 Northeastern ran its first public advertisements in the *Chronicle of Higher Education*, the *New York Times*, and the *Christian Science Monitor*. Nominations and applications were invited for "the position of President of the University to replace the retiring President." At the same time, in accordance with Affirmative Action requirements, the Board sent a notice of opportunity to thirty organizations geared to professional women and minorities.

Within two weeks, over 150 nominations and applications had already been received; within a few months there were 350. Only then began the arduous process of sifting. By spring the list had winnowed to twelve candidates, who were brought to Boston for interviews. Five of these returned for second interviews, and by early May the recommendations of the Advisory Committee and the Selection Committee had been compiled. Two persons appeared on both lists: Phillip L. Sirotkin, Executive

Vice President, State University of New York at Albany, and Kenneth G. Ryder, Executive Vice President, Northeastern University. Under the provisions of the agreement according to which the Committees acted, it was necessary for the Presidential Selection Committee to recommend to the Board of Trustees a candidate acceptable to both Committees, but by now the presidential accession was only six weeks away. With the two names in hand, then, the Presidential Selection Committee met in a marathon session over the weekend of May 10 and 11. On Sunday evening it presented its selection to the Chairman of the Board of Trustees. On Tuesday, May 13, 1975, two years and two months after Dr. Knowles had expressed his intention to retire, the Board voted unanimously, "as recommended by the Presidential Selection Committee and pursuant to the provisions of Article IX, Section 1 of the Bylaws, to elect Kenneth Gilmore Ryder as successor President of the University effective July 1, 1975."⁴

3

From the vantage of hindsight, it seems almost quixotic that the selection of Executive Vice President Kenneth G. Ryder as the University's fourth president should have taken over two years. In July 1974, "Desirable Qualifications for a Presidential Candidate" had been posted. These included "an awareness of university operations, preferably with broad experience in a university setting, including both teaching and administrative experience; experience in administration of personnel, fiscal and planning processes; ability to work effectively with diverse groups including trustees, faculty, administrators, students, alumni, and governmental, educational, and community groups."⁵

Dr. Ryder was eminently qualified in all of these areas, as indeed were many candidates, but as a member of the Northeastern community since 1949 he had had the distinct advantage of having been able to demonstrate his capabilities first hand. In 1949 Kenneth G. Ryder had first been retained by the University as an instructor in History. His abilities as a teacher had quickly shown themselves, and by 1956 he was already an Associate Professor. In the meantime, and in addition to his teaching duties, he had been asked to assume some administrative responsibilities. From 1955 to 1958 he served as Secretary to the Faculty. At this point Dr. Ell chose him to become Northeastern's Dean of Administration, with jurisdiction over all student support services. Under Dr. Knowles, the duties of this office expanded, coming to include responsibility for all academic and administrative as well as student support services. In 1967 Dean Ryder was appointed Vice President of University Administration, coordinating the

operations of what was then the new Office of Academic Affairs. Four years later, on the recommendation of Dr. Knowles, he was made Executive Vice President, with the responsibility to assume many of the President's tasks if the latter was for some reason unavailable.

Such a history made clear Dr. Ryder's talents both as a teacher and administrator and demonstrated the faith that two Presidents had had in his abilities. Equally important, however, was the good will he had earned from both students and faculty. During the years of unrest, Dr. Ryder met frequently with students where his good-natured calm won the grudging admiration of students all too ready to dismiss administrators as categorically alien.

When the Faculty Senate was established in 1961, he was a member of the committee that planned its formation and was the only person at Northeastern to serve continuously on the Senate since its beginning. During many stormy meetings in the 1970s, as arguments over tenure, salary, and even faculty identity within the University structure heated toward boiling point, his sympathetic but balanced judgments won him the abiding respect of his colleagues. In addition, as one Trustee pointed out in the final meeting during which he was selected, "Northeastern is a unique institution with a distinctive philosophy of education. Dr. Ryder knows where Northeastern has been, where it is, and where it is going."⁶

In light of these conditions, then, was the two-year process a farce? Did the University really know as early as the spring of 1974 whom it would choose? The answer to both questions must be an unqualified no. If Dr. Ryder was a strong candidate from the beginning, and there can be little question that he was, the temper of the mid-1970s and the demands of the future were such that to have chosen a candidate without a full-fledged, scrupulous, and objective search would have been a disaster. That the fruit of this search resulted in the choice of a person, who, in a less complicated time, might well have been chosen automatically, simply reinforced the sense that again Northeastern had chosen the right President at the right time.

4

On June 18, 1975, the Northeastern University community gave a testimonial dinner for Asa Smallidge Knowles. The dinner, held at the Marriott Hotel in Newton, was attended by over 1,200 people including old and new friends of the University. Tributes to the retiring President were offered by representatives of the student body, the faculty, the administration, the alumni, the Twenty-Five Year Associates, the Northeastern

Corporation, the higher education community, and by the Honorable Edward M. Kennedy, U.S. Senator from Massachusetts. Although the rhetoric of such occasions is often hyperbolic, the sense that the educational community would sincerely miss this giant was unquestionably heartfelt. Dr. Knowles was the senior university President in New England, and with his retirement an age had passed.

Two weeks later on July 1, 1975, Dr. Kenneth Gilmore Ryder became President of Northeastern, and the new age began for the University. The direction it would assume in that new age, however, was not explicitly articulated until October 28, 1975—Dr. Ryder's inauguration day.

As the new President accepted the symbol of his office, the gold Northeastern lavalier from the Chairman of the Board, Robert H. Willis, the evidence of the achievements of his predecessors were thick about him. The very presence of the University, with its commitment to professional education, to the Cooperative Plan of Education, and to widely diversified programs for adults, was a tribute to the innovative ideas of the founder, Frank Palmer Speare. The Huntington Avenue campus, with its cluster of white, glazed brick buildings around the central quadrangle, was a visible manifestation of the academic and financial solidity that the second President, Carl S. Ell, had given to those ideas. The crowd of distinguished guests, delegates, faculty, alumni, and administrators, not only from New England but from all over the country, who had come to witness the ceremony, bore witness also to the enhanced reputation of the University, which under the guidance of the third President, Asa S. Knowles, had expanded threefold in physical size, fourfold in assets, with an immense qualitative improvement in academic programs and a vast expansion in enrollment. It was an impressive legacy, and that the new President felt the full impact of his responsibilities was implicit in his inaugural address.

In brief, the address recognized the triumphs of the past and the conditions of the present, which he candidly acknowledged were not easy. He went on to indicate how Northeastern might meet these conditions to continue its momentum into the future. His speech outlined four major problems: "We must learn to live in a world of finite resources; we must modify our curricula and educational methods to better serve the lifetime needs of students of traditional college age; we must be creative and be prepared to serve effectively those segments of our society with rising expectations who do not fit into the traditional college mold; we must address ourselves actively to problems of alienation which can adversely affect academic quality and limit the effectiveness of higher education in meeting the educational needs of the people."⁷

Confronting the issue of resources, President Ryder declared that "in the decade ahead the world of higher education must reconcile itself to limited and selected growth. . . . We must inventory resources; strive for the most effective management systems; recognize that we cannot do everything we would like to do; review our priorities with great care; eliminate those programs which are least needed, so that there can be continued support or even expansion in critical areas." Significantly, Dr. Ryder did not propose that these changes be undertaken by administrators alone: "In my judgment the process can only be achieved effectively in a university community if administrators, faculty, students, alumni, and friends of the community are aware of all the facts; given an opportunity to share in trying to resolve the problems most effectively, and encouraged to develop a broad concern for the general welfare of the Institution which transcends parochial self-interest."

On the problem of curricula he noted that it must be revised to equip graduates for life in the modern world. Stating his belief "that the faculties of all institutions should take more responsibilities than they have in the past decade to achieve a balanced program of study," he outlined the components of that balance and, noting that "Northeastern, as a university, is thoroughly committed to high quality professional education," he expressed his hope that the liberal arts component would also be enhanced.

The beneficiaries of higher education, Dr. Ryder went on to say, must also be extended: "Higher education must continue to change so that it can effectively meet the rising expectations of many segments of society not previously served." Identifying these segments as minority youth and adults, adult women seeking to return to the employment market, and senior citizens, he made clear his intention to expand curricula and services to meet the needs of such persons.

After reaffirming the University's commitment to the community and society—"In large ways and small, we should keep closely attuned to community needs, being a good neighbor of citizens living close to our campuses, and working cooperatively with state and city agencies for the betterment of society"—Dr. Ryder devoted the last portion of his speech to the issue of alienation.

That the new President was sympathetic to this problem, which he perceived as a by-product of rapid expansion that left little time for real assimilation into the University and of recession that left little room for security, was clear. That he would not support unionization under any circumstances was also clear. "As a new President the threat of unionization has hung over my head like a Damocles sword for several months," he declared, adding that if on November 6, when an NLRB-sponsored

election was scheduled, "a majority of the voting support the concept of collective bargaining, I shall appeal the decision to the federal courts and carry it to the Supreme Court if necessary." He concluded by reaffirming his belief in the concept of collegiality:

In a collegiate setting, administrators and faculty alike can communicate again with students, demonstrate deep concern for their well-being, and work to reestablish an improved learning environment where the superior classroom teacher and scholar is accorded status equal to that of the effective researcher. If institutions through creative reform can achieve efficient operation; compensate for declining enrollments by expanding services to those groups whose needs are not presently being met; work out reasonable patterns of job security for faculty members, and seek to involve all elements of the University community in solving institutional problems, then a new era of good feeling may emerge on American campuses.

This is the agenda which I have set for myself as the new president of Northeastern.

That this was an agenda that appealed to his audience was demonstrated in the enthusiastic response given the address. It was Dr. Ell, however, who perhaps most clearly expressed the sentiments of the listeners. "Mr. Ryder is a little more patient than I was and is able to adjust to changing situations. He will assume his post with vim and vigor." Then he added with a twinkle, "In my day I made the decisions alone and what I said went. There was no need, then," he added, "to seek cooperation with students and faculty." It was an apt analysis of a new man and a new time.⁸

5

The Ryder administration faced the future with well-founded confidence in the strength of the Institution, but with no illusions that the times ahead would be easy. The new President's inaugural address indicated his priorities: expansion of collegiality and involvement of all members of the University community in solving institutional problems; revision of the curricula in the interest of continuing educational excellence and relevance to a broader constituency; and cooperation with the community toward the end of bettering society. In the course of the next few years these would prove to be among the fourth administration's major contributions to the development of Northeastern, but in the fall of 1975 there was no guarantee that any could be implemented.

Standing as a major obstacle in the way of improving the system of

collegiality was the imminent threat of unionization. This threat weighed heavily on the new President, and much of his attention, between his official assumption of duties on July 1, 1975, and the NLRB-sponsored election on November 6, 1975, went toward defusing at least some of the arguments in favor of collective bargaining. Insomuch as tenure quotas, salary adjustments, and participation in forming the goals of the University provided the basis for these arguments, he moved swiftly to alter the situation.

Although President Ryder was as adamant as Dr. Knowles had been on preserving "respect for appropriate areas of jurisdiction in policy determination," it was possible for a new President to support changes without suggesting a concession of his authority, and that is what he did. As a consequence, President Ryder was able to announce in September 1975 that the Board of Trustees had voted to rescind tenure quotas and had approved a 10 percent adjustment in salary range. He also implied that he would look favorably on faculty participation in the formulation of goals and underscored this implication by the repeated references in his inaugural statement to sharing in the resolution of problems.

On November 6, elections were held. The results, however, were inconclusive, and a reelection was called. Through the next few months the President continued his efforts to prove that Northeastern could work to cure the basic causes of faculty alienation without resorting to a union; that at least 51 percent of those voting agreed was corroborated by the defeat of the union at Northeastern in February 1976.

Although the results were undeniably heartening to the new President, the goal of forging a closer university community with a shared sense of responsibility for the success of the Institution was by no means fully achieved. To effect this end, President Ryder approached the problem from two points of view. On the one hand, he made changes in the administrative structure, which he felt would give him more control over the constantly growing university and would simultaneously broaden the distribution of responsibility in certain key areas. Thus by the end of the decade Northeastern for the first time had three senior vice presidents: the Vice President of Academic Affairs, who simultaneously held the title of Provost; the Senior Vice President of Administration; and the Senior Vice President-Treasurer. At the same time, toward the same end of increased cohesiveness, the new president met regularly with representatives of the Faculty Senate to explore ways in which the administration could organize to achieve common goals; he supported the institution of an elective Staff Cabinet, which would meet regularly to serve as a communication link with the administration. He also initiated meetings with

Student Government representatives and other student leaders in an effort to involve them more closely in the operations of the University. During his first three years in office, Dr. Ryder also established the much discussed Goals Committee, which was made up of faculty, administration, alumni, and students, and requested that all departments and colleges accept the Committee's findings as a guide to their own long-range plans for development. In an effort to further achieve communication, he also authorized a new journal, *The Northeastern Edition*, a newspaper designed to keep the University community constantly apprised of all Northeastern's activities and decisions.

Nor was the administration's concept of the University community limited to those on campus. To reassure alumni that they were not forgotten and that Northeastern did not consider them only as contributors to the annual fund, the alumni program was reorganized to separate alumni relations from development, and fund raising and alumni services were expanded to include a vast roster of activities, extending from entertainment programs to workshops on such topics as estate and retirement planning, career services, and tax preparation. In addition, the role of alumni in the process of admissions was also increased. As a consequence of all these efforts the system of collegiality, which Dr. Knowles had introduced so many years earlier, made substantial gains, and the University's sense of community and cohesiveness increased despite continuing growth.

As the fourth administration looked for new ways "to develop a broad concern for the general welfare of the Institution which transcends parochial self-interest," so also it looked for new ways to enhance its educational offerings and broaden its constituency. In 1959 Northeastern had been basically an undergraduate institution with only a handful of master's-level programs and very limited research. By 1975 it had fifty new academic programs, twelve endowed and named professorships, ten independent graduate schools, and was offering fourteen doctoral-level degrees. In addition, its sponsored research had expanded to \$5,000,000. The challenge of the late 1970s was to continue this momentum in the face of new demands for a new era.

In response to this challenge, the fourth administration set up a University Council on Research and Scholarship, which was made up of distinguished faculty and which was charged with exploring and initiating new programs that would enhance Northeastern's scholarly status. On the

recommendation of this Council, the University established and funded a program of Distinguished Professorships—rotating honorary positions that allowed a recipient to devote a maximum of two years to research and scholarly activity. It also set up two new endowed professorships: the Eleanor Black Professorship in Allied Health and the Bertha J. Richardson Professorship in Law. In addition, the University instituted a \$150,000 research support fund for faculty members who were engaged in or had developed promising research projects but had been unable to secure external grants.

A further incentive to scholarly activity came in 1976 when the University consolidated the Publications Office and Offices Services. Initially the move was made to streamline the production of printed promotional matter, but the new organization also allowed for the founding of a University Press. The Press provided a vehicle for the publication of original scholarly work and reprints and gained for Northeastern new recognition in academic circles.

Scholarship and research are, of course, only two dimensions of academic excellence, and in appreciation of this fact the administration in 1978 authorized an Excellence in Teaching Award. The idea, promoted by the Faculty Senate, came about in response to President Ryder's offer to provide \$10,000 annually to reward outstanding teachers and was given for the first time in 1978–79 to eight teachers.

During this same period the University also began to develop new curricula in keeping with Dr. Ryder's inaugural pledge to "provide enough specialized training in pragmatic skills to enable them [graduates] to gain a reasonable livelihood in the world of work after graduation," and in keeping with his hope "that during the coming years a substantial effort will be made to enhance the quality and breadth of the liberal arts component of these professional programs, and that all curricula in the College of Liberal Arts will seek to incorporate some elements of professional education which will enhance the employability of baccalaureate graduates from that college."

By 1979 ten new degree programs had been instituted. Five of these were on the graduate level: (1) the Doctor of Philosophy and Biomedical Science with a specialization in Pharmacology, (2) the Doctor of Biomedical Science, (3) the Certificate of Advanced Graduate Study (CAGS) for a program in Advanced Literary Study, (4) the Master of Education/CAGS in Education with specialization in Social Sciences, and (5) the Master of Arts in Behavioral Analysis. At the undergraduate level the Bachelor of

Science became available in Toxicology and in Respiratory Therapy. A joint program offered through the College of Engineering and Arts and Sciences led to a Bachelor of Science in Computer Science, while both the Bachelor of Arts and the Bachelor of Science were offered in Linguistics.

The kind and the area of these degrees were significant. The preponderance of programs in the health professions area indicated Northeastern's awareness of this field as a high-priority, high-employment area. The granting of CAGS showed Northeastern's continued willingness to provide degrees that were most suited to the level of education required for meaningful positions in certain fields.

As the 1980s opened Northeastern also began to explore the possibilities of initiating more programs in high technology, a field of particular importance for higher education institutions in Massachusetts, the state that was rapidly becoming the nation's center for this industry. Still a further move in the interest of better professional education was the merging of Boston-Bouvé College and the College of Education in 1980-81.

To balance the development of professional areas, a traditional Northeastern commitment, the fourth administration also made a strong commitment to the arts. Innovative and, for Northeastern, novel programs included an (1) Office of Creative Arts, which would provide support services for campus arts and performance organizations, (2) an Artists-in-Residence Program, which would bring outside artists to campus for a week to several months, and (3) a Northeastern African-American Master's Artists-in-Residence Program (AAMARP). This latter program involved the University in underwriting costs for a group of black artists, who worked in a variety of media and whose studios would henceforth be housed in an on-campus visual arts complex. By all these methods the new President sought to continue the precedent of academic excellence and academic relevancy established by his predecessors and to open the way into new areas of achievement.

Northeastern, of course, had always had a long tradition of providing the best education possible for every young man and woman and of finding ways to accommodate the nontraditional student—that is, the student who because of previous training or financial hardship might be either unprepared or hesitant to seek a higher education. The adult part-time evening programs and the introduction of the Cooperative Plan of Education in 1909 had been two early ways of fulfilling this ideal. Under Dr. Knowles, both Continuing Education and the Cooperative Plan of Edu-

cation expanded into new fields and attracted new students. Dr. Knowles had also supported other innovative programs that would increase Northeastern's appeal to the nontraditional student. The Ford Foundation Negro Scholarship Program introduced in 1964, which provided both money and remedial studies, is a perfect example of this kind of effort. Toward the end of the 1960s, courses for foreign language students helped to make the University more attractive to international students. Throughout the period government-funded loans and grants also helped the University expand its constituency. By the beginning of the 1970s, however, it had become clear that for many nontraditional students to matriculate, more compensatory and remedial programs would be needed, and Northeastern began to move into this area (see Chapter XVI).

A major contribution of the fourth administration was the encouragement that it gave these programs. In 1974 Project Ujima, sponsored by the African-American Institute, had been created to promote academic excellence among a selected group of minority freshmen who might not have realized their full potential in high school but who showed promise for success in college. With President Ryder's support, Project Ujima rapidly expanded, and by 1979 over 173 students had already participated in the program.

In the early 1970s an Alternative Freshman Year, which would help students who had the potential for college work but whose secondary school records showed uneven performance, had been tried. It was not until 1978, however, that the program became fully organized. Offered through University College, the new Alternative Freshman Year program allowed students to gain confidence in doing college-level work and to sample various areas of interest before committing themselves to a specific major field of study. By 1980, 200 students had taken advantage of the program. Through these and other related efforts Northeastern continued to appeal to a wide spectrum of students and enjoy record enrollments, even as other institutions were beginning to feel the pinch of attrition.

As universities faced the world in 1975, the problem of defining their relationship to the community had altered radically. In the 1960s society had turned increasingly to higher education institutions to provide the solution to problems of social welfare. Northeastern responded by expanding its programs, particularly those in Continuing Education, to answer local community needs, by expanding its research to answer problems of national concern, and by working continuously in the cause of Cooperative Education, which helped open colleges and universities across the country to more and new kinds of students. During this period

the University had also cooperated with Roxbury leaders in the development of the neighboring black community, with secondary schools on the enhancement of high schools programs, with elementary schools on the development of reading, recreation, and Head Start programs. All of these actions gained for the University a residue of goodwill. In the late 1960s and early 1970s, however, as social, political, and economic conditions around the country deteriorated and as it became clear that education could not resolve the country's problems, a time of disillusionment with universities began to set in. It was a disillusionment exacerbated by student unrest and by the growing difficulties of higher education institutions to afford those social programs, which the government was increasingly more reluctant to fund. By 1975, then, colleges and universities across the country were beginning to find it necessary to reaffirm their roles as agents for a better society.

Recognizing this atmosphere, Dr. Ryder in his inaugural statement had declared Northeastern's desire to keep closely attuned to community needs and to prove itself a good neighbor to citizens living close to campus and to work cooperatively with city and state agencies for "the general betterment of society," and much of the efforts in the early years of the new administration were relegated toward this end.

In 1976 Northeastern established an Office of Community Development to promote mutually beneficial communications and activities between the University and its neighbors. Besides providing physical facilities for community meetings and projects, the University also offered special courses for community residents in which Northeastern students participated, and conducted a number of programs to help the community cope with problems relating to recreation, urban decay, child care, health, and the elderly.

At the same time and as part of his feeling that Northeastern should assume a leadership role in bettering society, Dr. Ryder himself became very active in Phase II of Boston's desegregation plan. He also accepted the presidency of the Committee of Urban Universities and, like his predecessor, became chairman of the influential Association of Independent Colleges and Universities in Massachusetts (AICUM).

Also, like his predecessor, Dr. Ryder felt that the Northeastern community must be understood as larger than simply the city or even the state in which it was located. Between 1959 and 1975 Northeastern had begun to expand its national identity particularly through its participation in the National Commission for Cooperative Education. Dr. Ryder continued this tradition and was himself a trustee of that organization. Even more significantly, he began to expand Northeastern's international identity. Rea-

soning that the University had much to offer the world, he supported the founding of the Center for International Higher Education (CIHED), proposed by Dr. Knowles as a way of bringing together material he had compiled as editor-in-chief of the *International Encyclopedia of Higher Education*, published by Jossey-Bass of San Francisco in 1978. The encyclopedia, which had been executed with the support of the University, had helped Northeastern establish relationships with hundreds of educators and government leaders throughout the world. CIHED continued and strengthened this relationship.

Further, and as part of the internationalizing of Northeastern, President Ryder led a twenty-five-member delegation of administrators, faculty, and friends on a fourteen-day tour of the People's Republic of China. One by-product of this tour was the enrollment of approximately twenty students from mainland China at the University for the fall of 1981; still another was the broadening of opportunities for research exchange.

As a consequence of Northeastern's increasing international identity, overseas placement of students in the Cooperative Plan of Education expanded to some two hundred positions by the fall of 1980 while the international student population reached an all-time high of 1,900 during the winter quarter of 1979-80 alone.

The year 1975 had been by no means an easy year to assume direction of a major institution of higher education. It was an age of uncertainty, as the country, still shaken by the trauma of the Vietnam war and of Watergate, sought to find its own direction. Asa S. Knowles, who by vote of Northeastern's Board of Trustees had become the University's Chancellor with responsibility for fund raising and for fulfilling whatever tasks the new President required, frankly admitted that he did not envy his younger colleague. Dr. Knowles, however, following the traditions of his predecessors, had set Northeastern on a strong course for the future, and the new President did not hesitate to guide it forward.

Stressing the idea of the University as a community within a community, President Ryder strove to bring its members more closely together in a new spirit of cohesiveness and to develop that cohesiveness with the world beyond Huntington Avenue, and even to the far corners of the globe. Collegiality and internationality were thus two major themes of the new administration. Continued excellence in professional fields to answer new demands and awareness of the arts, which alone give meaning to such fields, were two others. Further, convinced that Northeastern could and should satisfy the educational expectations of an even broader constituency, the new administration worked to develop that constituency,

and through the appointment of Northeastern's first Vice President of Public Affairs made clear that it intended to bring the message of the University to a wider public.

In November 1980, Dr. Ryder announced a Century Fund with a goal of \$43,250,000. It was a bold move. As the President asserted: "Northeastern looks to its future with optimism and pride, convinced that it can become the model university for the twenty-first century."⁹ Thus as the 1980s opened, Northeastern, propelled forward by the achievements of its past, moved on triumphantly toward the future.

ENDNOTES

UNLESS OTHERWISE SPECIFIED ALL OF THE OFFICES REFERRED TO BELOW ARE located at Northeastern University, 360 Huntington Ave., Boston, Mass. All catalogs, bulletins, and annual reports unless otherwise specified have been published at Northeastern in the year included in the title; this information has not been provided for individual citations.

INTRODUCTION

1. Everett C. Marston, *Origin and Development of Northeastern University 1898-1960* (Boston: Northeastern University, 1961).
2. Robert L. Heilbroner, *The Future as History* (New York: Grove, 1960), p. 13.
3. Jim F. Heath, *Decade of Disillusionment* (Bloomington: Indiana University Press, 1975), pp. 1-2.
4. Financial Statement and Auditor's Report, Northeastern University, June 30, 1975.

CHAPTER I

1. F. Scott Fitzgerald, "Winter Dreams," *All the Sad Young Men* (New York: Charles Scribner's Sons, 1926), pp. 62-63.
2. F. Scott Fitzgerald, "Princeton," *College Humor*, December 1927, p. 28; Rida Johnson Young and Gilbert P. Coleman, *Brown of Harvard* (New York: G. P. Putnam, 1907); Owen Johnson, *Stover at Yale* (New York: Stokes, 1912); John Fox, Jr., *On the Trail of the Lonesome Pine* (New York: Charles Scribner's Sons, 1908), pp. 40, 35.
3. Between 1878 and 1898, colleges and universities in the United States increased from approximately 350 to 500, the combined student body from 58,000 to approximately 100,000. "This was a more rapid growth of enrollment than of the total population." (U.S. Commission of Education of the City, 1878-88, p. 632, quoted in Arthur Meier Schlesinger, *The Rise of the City, 1878-1898* [New York: Macmillan, 1933], p. 168.) During roughly the same period, YMCA branches, many of which offered educational programs, rose from 26 in 1877 to 475 in 1895 (*Ibid.*, p. 210). By 1914, 1 in every 25 of the population between 19 and 20 was attending college. (H. R. Bonner, comp., "Statistics of Universities, Colleges and Professional Schools, 1917-1918," U.S. Bureau of Education, *Bulletin for 1920*, 34:19.)
4. This is not to imply that Northeastern totally lacked a "college life." By October 24, 1919, the "smoker" had been developed as an official meeting ground; by 1920 the red and green beanie was mandatory freshman attire; while, as early as 1915, Northeasterners were congregating to cheer on a newly formed basketball team with cries of "Ho-ya Ho-ya / Choo-choo Rah Rah / Ho-ya Ho-ya / Northeastern." Track and baseball quickly followed as college sports, but football was not introduced until 1933. By 1919 freshmen and sophomores

- were also meeting to drag each other across the Fenway's Muddy River as part of a freshman-sophomore rush, while the organization of two local fraternities, an annual social and a Co-op dance "where punch and light refreshment were available as the orchestra struck up a lively one-step," suggested that Northeastern had indeed "gone college." However, although these activities were undoubtedly spirited, they were largely reserved to the College of Engineering and were conducted along lines more reminiscent of a family outing than a sophisticated social whirl. (For further information see *Co-op*, vols. I, IV; *Northeastern Tech*, vols. I, II; and *Cauldron*, 1917, 1921, 1922.)
5. Senator Justin Morrill, quoted in William Beardshear, "The Function of the Land-Grant College in American Education," *Journal of Addresses and Proceedings of the National Education Association* (1900): 475.
 6. *Statistical Abstract of the United States* (Washington, D.C.: U.S. Department of Commerce and Labor, Bureau of the Census, 1970).
 7. *Annual Prospectus of the Boston YMCA 1896-1897* (Boston, 1896).
 8. Robert C. Cook, ed., *Who's Who in American Education*, 7th ed. (New York: Robert C. Cook, 1936), p. 611.
 9. Trentwell M. White, "University Where Study and Job Meet," *National Magazine*, September 1929, pp. 24-25; *Frank Palmer Speare, M. H. Public Speaker on Practical Subjects* (Boston: n.d.), p. 2.
 10. Hercules W. Geromanos, *Cauldron* (Boston: Northeastern University, 1917), p. 12.
 11. Marston, *Origin and Development of Northeastern University*, p. 29.
 12. *Cauldron* (Boston: Northeastern University, 1973), p. 15; Speare, "Annual Report of the President of Northeastern College and Its Affiliated Schools, 1916-17," *Northeastern University Archives*, p. 3.
 13. *Cauldron*, 1973, p. 15.
 14. Speare, "Annual Report, 1916-17," pp. 5-6.
 15. *Ibid.*, pp. 5, 7.
 16. Henry Turner Bailey, in *Frank Palmer Speare, M. H. Public Speaker*, p. 4.
 17. *Frank Palmer Speare, M. H. Public Speaker*, p. 2; *Northeastern Tech*, September 18, 1920, p. 2 (Professor Pugsley was Northeastern's first Director of Admissions); Carl S. Ell, Minutes of the Executive Committee, June 26, 1959, Office of the Trustees.
 18. Carl S. Ell, "Salient Information in Regard to the School of Law," Minutes of the Executive Committee, April 8, 1953, Office of the Trustees.
 19. Quoted in Marston, *Origin and Development of Northeastern University*, p. 61.
 20. Buildings on the Northeastern campus in 1959 were Botolph, 1931; Richards, 1938; Science Hall, 1941; the Student Center, 1947; Greenleaf, 1949; Forsyth, 1951; the Library, 1952; Physical Education Center, 1954; Parker, 1954; Hayden Hall, 1956; and the Graduate Center, 1959.

21. Frank Palmer Speare, "Report of the President of Northeastern College for the Year 1918-19," p. 1; Speare, "Report of Northeastern College and Secondary Schools of the Boston Young Men's Christian Association for the Fiscal Year 1917-18," Northeastern University Archives, p. 3.
22. Speare, "Annual Report, 1916-17," p. 8.
23. This idea was particularly attractive to Dr. Ell, who in reviewing the major accomplishments of the last twenty years cited as most important "a central administration . . . being operated as a unit instead of several schools, with the Executive Council as the principal administrative body . . . the members of which are general officers of the University." (Minutes of the Board of Trustees, May 17, 1957, Office of the Trustees, p. 4.)
24. Winthrop Nightingale, *Industry Magazine*.
25. Women had always been admitted in the evening programs, and the School of Law in particular enrolled several women.
26. Carl S. Ell, Minutes of the Board of Trustees, May 17, 1957, Office of the Trustees, p. 4.
27. Carl S. Ell, Minutes of the Board of Trustees, June 26, 1959, Office of the Trustees, p. 3.

CHAPTER II

1. *Northeastern News*, January 31, 1958, p. 1.
2. Memorandum, Minutes of the Board of Trustees, May 8, 1956, Office of the Trustees.
3. Minutes of the Committee on Facilities, Board of Trustees, January 11, 1958, Office of the Trustees, p. 2.
4. Minutes of the Board of Trustees, October 18, 1957, Office of the Trustees, p. 4; Minutes of the Committee on Development, Board of Trustees, January 3, 1958, Office of the Trustees, p. 3.
5. Minutes of the Board of Trustees, December 22, 1953, Office of the Trustees, p. 3.
6. Frank R. Hickerson, *The Tower Builders* (Toledo, Ohio: University of Toledo, 1971), p. 276.
7. Asa S. Knowles, "Management Problems of Mobilization," *Supervision*, October 1940; Knowles, "Management Trends," *Supervision*, July 1941, p. 12; Knowles, "University Problems Affecting the Industrial Future of Toledo," *Higher Education and Technical Progress*, January 1, 1955.
8. *Northeastern News*, January 31, 1958, p. 1.
9. Charles W. Havice, "Invocation," *Proceedings of the Inauguration of Asa S. Knowles as President of Northeastern University*, September 8, 1959, p. 13 (hereafter cited as *Proceedings*).
10. Byron K. Elliott, "Induction," *Proceedings*, p. 22.

11. Asa S. Knowles, "Response and Acceptance," *Proceedings*, p. 25.
12. The preceding quotations are from the ceremony and faculty inaugural dinner, *Proceedings*, pp. 28-31.
13. Asa S. Knowles, "A Look Ahead," *Proceedings*, pp. 32-37.
14. *Ibid.*, p. 34.
15. *Ibid.*, p. 37.

CHAPTER III

1. Asa S. Knowles, "Summary of Remarks to the Northeastern University Corporation," Minutes of the Northeastern University Corporation Meeting, November 12, 1959, Office of the Trustees, p. 1.
2. "Northeastern University Development Plan (Draft)," October 21, 1961, Minutes of a Meeting of the Committee on Development, October 24, 1961, Office of the Trustees.
3. Asa S. Knowles, *Industrial Management* (New York: Macmillan, 1946), p. 7.
4. *Ibid.*, p. 11.
5. Asa S. Knowles, "Orientation of a College President," *The Educational Record*, January 1960, pp. 37-39.
6. Asa S. Knowles, "Education as an Instrument of National Policy," *Pbi Delta Kappan*, April 1958, p. 309; Knowles, *Industrial Management*, p. 5.
7. "Faculty Senate Report to the University Faculty," April 6, 1962, Faculty Senate File #1, 1961-1965, Office of the Chancellor.
8. Asa S. Knowles, "How Can Colleges Meet the Impending Teacher Shortage?" *The Educational Record*, April 1955, p. 1; *American Council on Education Newsletter*, October 9, 1959, quoted in *Northeastern University Faculty Newsletter*, November 18, 1959, p. 2.
9. Asa S. Knowles, "Notes on Academic Freedom and Tenure" (no publication data available), on file in the Office of the Chancellor.
10. *Annual Report of the President, Northeastern University*, 1959-60, p. 20.
11. Knowles, *Industrial Management*, p. 5.
12. *Ibid.*, p. 11.
13. *Annual Report of the President, Northeastern University*, 1959-60, p. 21.
14. Memorandum from President Knowles to Mr. Rudolph Oberg, Re: Reorganization, December 10, 1959, Alumni Relations File, Office of the Chancellor.
15. *Annual Report of the President, Northeastern University*, 1959-60, p. 22.
16. Comments by representatives of the American Association of Collegiate Schools of Business, March 5, 1958, College of Business Administration File, 1959-1966, Office of the Chancellor.
17. William C. White, "Proposal for the Establishment of a New College at North-

- eastern to Encompass All Evening Undergraduate Programs," August 5, 1958, University College File, 1959-1966, Office of the Chancellor, pp. 1-3.
18. "Proposed Plan for Integration of Day and Evening Undergraduate Degree Granting Programs," October 1959, University College File, 1959-1966, Office of the Chancellor.
 19. Minutes of the Board of Trustees, January 5, 1960, Office of the Trustees.
 20. Asa S. Knowles, "Address to the Corporation," Minutes of the Northeastern University Corporation Meeting, November 10, 1960, Office of the Trustees, p. 6.

CHAPTER IV

1. *Northeastern University Day Division Catalog*, 1938-39, pp. 7-9.
2. "Proposed Additions to the Permanent Faculty 7/1/59," in Minutes of the Executive Council, January 28, 1959, Office of the Trustees; Knowles, "A Look Ahead," *Proceedings*, p. 3.
3. "Proposal for the Strengthening and Expansion of Selected Departments in Science and Engineering (Draft)," May 3, 1963, College of Engineering File, 1960-1967, Office of the Chancellor, p. 6.
4. Memorandum for Dr. Knowles to Dr. White, Re: Candidates for Appointment to College of Education, June 23, 1959, College of Education File #1, to 1966, Office of the Chancellor.
5. Statistics available through the Office of Admissions.
6. *Northeastern University Bulletin*, 1958-59, p. 30.
7. *Northeastern News*, September 10, 1959, p. 1.
8. *Northeastern News*, October 21, 1960, p. 5.
9. On March 4, 1927, Northeastern acquired its first husky, King I, when Dean Ell, in response to student requests for an official mascot, decided that the husky would be an appropriate choice because "it represents qualities such as endurance, strength and dependability," qualities that he felt were inherent in the University and its students. King I died in 1941 and was replaced by Queen Husky I whose reign was short. The dog died in 1941. King Husky II reigned from 1942 until 1955 when it abdicated because of old age. The fate of King III was "wrapped in mystery." The attempt of the *News* to probe the mystery brought administration censorship, and the staff resigned in protest. King Husky IV, 1958, fell prey to distemper. At the time of Dr. Knowles's inauguration, students were fiercely clamoring for a mascot. (*Northeastern News*, September 30, 1960, p. 6.)
10. Asa S. Knowles, "College Fraternities . . .," *The Record of Sigma Alpha Epsilon*, August 1953, p. 91.
11. *Annual Report of the President, Northeastern University*, 1960-61, p. 28.

12. "Northeastern University Policies," Executive Council, March 18, 1953, Office of the Chancellor, p. 22.
13. *Northeastern News*, January 20, 1961, p. 3.
14. Memorandum from President Knowles to Mr. Rudolph Oberg, Re: Reorganization, December 10, 1959, Office of the Chancellor.
15. *Northeastern University Faculty Newsletter*, May 6, 1960, p. 1.
16. Communiqué from Asa S. Knowles to Association of Urban Universities, November 13, 1959, Office of the Chancellor.
17. John Chaffee, Jr., "Northeastern Is Most Popular College Today for City Graduates," *The Boston Sunday Herald*, July 15, 1962.
18. Minutes of the Board of Trustees, September 12, 1957, Office of the Trustees, p. 2.
19. Minutes of the Executive Committee, November 30, 1959, Office of the Trustees.
20. Personal interview with Asa S. Knowles, November 14, 1978.
21. *Northeastern News*, September 7, 1960, p. 1.

CHAPTER V

1. "Report of the American City Bureau of Chicago," December 1960, Advisory Committee on Planning File, 1958-1960, Office of Planning, p. 2.
2. *Casebook for Northeastern University Diamond Anniversary Development Program* (First Phase) (Boston: Northeastern University, 1961), p. 19.
3. Asa S. Knowles, "Summary of the Achievements of the Diamond Anniversary Development Program," taped April 28, 1975, at the DADP dinner, Boston, Mass.
4. *Ibid.*
5. Nathan M. Pusey, *American Higher Education 1945-1970* (Cambridge, Mass.: Harvard University Press, 1978), pp. 90, 100.
6. Loring M. Thompson, "University Planning," Advisory Committee on Planning File, 1958-1960, Office of Planning.
7. Memorandum on the Function of the University Advisory Committee on Planning, July 1959, Advisory Committee on Planning File, 1958-1960, Office of Planning.
8. Knowles, *Industrial Management*, p. 11.
9. Minutes of the Executive Committee, November 30, 1959, Office of the Trustees, Agenda, p. 3.
10. Personal interview with Asa S. Knowles, November 14, 1978.
11. Minutes of the Executive Committee, November 10, 1961, Office of the Trustees, p. 1.
12. Knowles, "A Look Ahead," *Proceedings*, p. 37.

13. David Barton to Dr. Asa S. Knowles, September 25, 1961, quoted in the Minutes of the Executive Committee, November 10, 1961, Office of the Trustees, Agenda, p. 4.

CHAPTER VI

1. Personal interview with Loring M. Thompson, March 25, 1979.
2. Data supplied by the Department of Health, Education, and Welfare, Washington, D.C. Figures are for the academic years 1949-50, 1959-60; "Northeastern University Progress Report," University Advisory Committee on Planning, November 27, 1959, Advisory Committee on Planning File, 1958-1960, Office of Planning.
3. *Northeastern University 1960-61 University College Bulletin*, p. 30.
4. *Ibid.*, p. 28.
5. "An Education for All," *Northeastern Today*, Special Issue, Winter 1971, p. 4.
6. Speare, "Annual Report, 1916-17," p. 4.
7. *Northeastern University College 1964-65 Bulletin*, p. 15.
8. *Ibid.*, p. 33.
9. "An Education for All," p. 4.
10. *Ibid.*, p. 4.
11. The "on-site academies" included Somerville, Malden, Lawrence Memorial, and Whidden (Everett) Hospital Nursing Schools.
12. *Northeastern University College 1971-72 Bulletin*, p. 21; numbers here refer to Fall Enrollments (Gross), October 15, 1970, and November 3, 1975. Statistics available through the Office of the Registrar.
13. Fall Enrollments (Gross), October 15, 1960, and November 3, 1975, Office of the Registrar.

CHAPTER VII

1. Memorandum from Asa S. Knowles to Loring M. Thompson, Re: Program Development 1960, Office of Planning.
2. Memorandum from the President to All Members of the Faculty and Administrative Staff, Re: Special Announcements, May 17, 1961, Office of the Chancellor, p. 4.
3. The committee consisted of Dr. William C. White, Vice President and Provost; Dean Kenneth G. Ryder, Dean of Administration of Day Undergraduate Programs; Dr. Wilfred S. Lake, Dean of Liberal Arts; Dr. LeRoy C. Keagle, President, New England College of Pharmacy; Professor Herbert A. Perkins, Director of Admissions and Guidance, New England College of Pharmacy. ("Proposal for

- the Merger of the New England College of Pharmacy with Northeastern University," Spring 1961, College of Pharmacy File, Office of the Chancellor.)
4. "Proposal for the Merger."
 5. Some students did begin the cooperative experience in their sophomore year, but the course requirements remained constant.
 6. "Graduate and Research Programs, Northeastern University College of Pharmacy," submitted in conjunction with "A Proposal for a Two-year, Full-time Cooperative Program Leading to the Master of Science Degree," March 4, 1963, College of Pharmacy File, 1963-1968, Office of the Chancellor, p. 3.
 7. "Proposed Advisory Council for the Northeastern University College of Pharmacy," Minutes of the Board of Trustees, September 28, 1962, Office of the Trustees, Agenda, p. 15.
 8. Minutes of the Faculty Senate, October 31, 1968, Faculty Senate File, Office of the Chancellor.
 9. These numbers refer to Fall Enrollments (Gross), October 15, 1962; October 15, 1968; October 27, 1971 (for 1970), Office of the Registrar.
 10. All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
 11. Philip R. Lee, M.D., "Address to the 6th Conference of the Industrial Council for Tropical Health," November 1966.
 12. A. Gerald Renthal and Marguerite Brown, "Cooperative Planning for a New School of Nursing: I, April 1966," in *Health Services Administration: Policy Cases and the Case Method*, Roy Penchansky, ed. (Cambridge, Mass.: Harvard University Press, 1968), p. 16. (Renthal and Brown have exhaustively covered these early years and should be consulted as a major source for the background of the Northeastern University College of Nursing.)
 13. *Ibid.*, pp. 20-21.
 14. *Ibid.*
 15. *Ibid.*, p. 21.
 16. *Ibid.*, p. 24.
 17. *Ibid.*
 18. Renthal and Brown, "Cooperative Planning for a New School of Nursing: II, April 1966," in *Health Services Administration*, p. 29.
 19. *Ibid.*, p. 31.
 20. "Statement Concerning the New College of Nursing at Northeastern University," prepared by Northeastern University for the National League of Nursing, September 15, 1964, College of Nursing File #2, 1964, Office of the Chancellor, pp. 2, 5.
 21. Gilbert C. Garland, "Selection of the First Freshman Class for the College of

- Nursing," Summer 1964; telegram to Asa S. Knowles, President, from Mary F. Quarmsby, Assistant Director, National League for Nursing, Inc., October 10, 1964, College of Nursing File #2, 1964, Office of the Chancellor.
22. Asa S. Knowles to Dr. William K. Selden, Executive Secretary, National Commission on Accrediting, October 27, 1964, College of Nursing File #2, 1964, Office of the Chancellor; Mary F. Liston, Director, Division of Nursing Education, National League for Nursing, Inc., to Dr. William C. White, Provost, Northeastern University, March 3, 1965, College of Nursing File #3, 1965, Office of the Chancellor.
 23. Charlotte E. Voss, Dean of Nursing, to Miss Inez Haynes, Executive Director, National League for Nursing, Inc., March 6, 1965, College of Nursing File #3, 1965; Mary F. Liston to Asa S. Knowles, April 22, 1965, Accreditation of College of Nursing File; Gerald G. Griffin, Director, Department of Associate Degree Programs, National League for Nursing, Inc., to Asa S. Knowles, September 20, 1965, Accreditation of College of Nursing File, Office of the Chancellor.
 24. William C. White, "Statement Concerning the Associate Degree Program of the Northeastern University College of Nursing," November 28, 1966, College of Nursing File, Re: Legal Suit Being Brought by Students Against College of Nursing, Office of the Chancellor; Minutes of the Board of Trustees, February 5, 1967, Office of the Trustees, p. 5.
 25. Communiqué from Dorothy Ozimek, Secretary to Review Panel for Reasonable Assurance, Department of Baccalaureate and Higher Degree Programs, National League for Nursing, Inc., to Asa S. Knowles, January 23, 1968, Accreditation of College of Nursing File, Office of the Chancellor.
 26. Personal interview with Dr. Juanita Long, May 1, 1980.
 27. At the time of the merger with Northeastern University, it was decided to change the name Bouvé-Boston, which had prevailed since 1930, to Boston-Bouvé. The change was effected in the interest of historical accuracy. In 1913 the Boston School of Physical Education had been founded by seven Boston Normal School graduates "to provide for women a thorough training in physical education and to meet the needs for instruction in the proper use of the human body and its function in relation to human efficiency." In 1925, Marjorie Bouvé formed a separate normal school, the Bouvé School, Inc. In 1930 the Boston School of Physical Education and the Bouvé School, Inc. were consolidated under the charter of the Boston School to become the Bouvé-Boston School of Physical Education "to prepare physical education teachers and therapists," and this name prevailed until the merger with Northeastern.
 28. "Proposed Merger of the Bouvé-Boston School of Physical Education and Physical Therapy with Northeastern University," Spring 1963, Boston-Bouvé File, 1963-64, Office of the Chancellor.
 29. Memorandum from the President to the Faculty, Re: Negotiations with the

- Bouvé-Boston School, December 23, 1963, Boston-Bouvé File 1963-64, Office of the Chancellor.
30. Draft of Press Release, Bouvé-Boston and Northeastern University, Summer 1964, Boston-Bouvé File, 1963-64, Office of the Chancellor.
 31. Communiqué from Dean Minnie Lynn to Dr. Asa S. Knowles, May 26, 1965, Boston-Bouvé File, 1965-1967, Office of the Chancellor.
 32. Ibid.
 33. "Selections and Diversified Highlights of the First Ten Years, 1964-1974, Northeastern University, Boston-Bouvé College Annual Report, 1973-74," Boston-Bouvé File, Office of the Chancellor.
 34. Fall Enrollments (Gross), October 15, 1964; November 3, 1975, Office of the Registrar.
 35. Robert L. Fienberg, "Massachusetts Chiefs Endorse . . . Something New in Old Boston," *Police*, January-February 1963.
 36. Memorandum from Dr. Robert Sheehan to President Asa S. Knowles, Re: Our Conversation of April 26 Relative to the Northeastern Center for the Administration of Justice, April 27, 1964, College of Criminal Justice File #1, 1960-1966, Office of the Chancellor.
 37. Memorandum from Dr. Robert Sheehan to President Asa S. Knowles, Re: Proposal for Cooperative Law Enforcement and Security Program, December 1, 1964, College of Criminal Justice File #1, 1960-1966, Office of the Chancellor.
 38. *Faculty Handbook* 1965-66, p. 30; Minutes of the Faculty Senate, November 22, 1965, Office of the Faculty Senate; Minutes of the Board of Trustees, February 11, 1966, Office of the Trustees, p. 12, and Agenda, p. 9; Memorandum from President Knowles to Members of the Faculty and Staff, Re: Establishment of the College of Criminal Justice and Appointment of Professor Robert Sheehan as Acting Dean, July 22, 1966, Office of the Chancellor.
 39. Memorandum from President Knowles to Faculty and Staff, Re: Establishment of the College of Criminal Justice, July 22, 1966, Office of the Chancellor.
 40. "Twenty-five Policemen to Attend College," *Boston Herald Traveler*, February 6, 1968, p. 8.
 41. Memorandum from President Knowles to Faculty and Staff, Re: Administrative Changes, June 30, 1970, Office of the Chancellor.
 42. "Weatherman broadside," copy available in Student Unrest File, Office of the Chancellor.
 43. College of Criminal Justice File, Re: Volpe Hall Dedication, Office of the Chancellor.
 44. Fall Enrollment (Gross), October 16, 1967; November 3, 1975, Office of the Registrar.

CHAPTER VIII

1. Personal interview with Dr. William C. White, March 7, 1979.
2. Although no copy of this report is available, reference is made to the statement

- from Dr. Compton, Chairman of the Committee on Schools of Engineering, ECPD, rejecting Northeastern's application for accreditation in the Minutes of the Board of Trustees, November 23, 1936, Office of the Trustees, p. 3.
3. "Comments by Representatives of the American Association of Collegiate Schools of Business," March 5, 1958, College of Business Administration File, 1958-1966, Office of the Chancellor.
4. R. Thruelson, "The Man Who Astonished the Educators," *Saturday Evening Post*, February 22, 1947, p. 24.
5. "Comments . . . American Association of Collegiate Schools of Business."
6. Robert Aaron Gordon and James Edwin Howell, *Higher Education for Business* (New York: Columbia University Press, 1959), pp. 11-19, quoted in Philip T. Crotty, Jr., *Professional Education for Experienced Managers—A Comparison of the MBA and Executive Development Programs* (Boston: Bureau of Business and Economic Research, Northeastern University, 1970), p. 21. (For an excellent summary of these programs at Northeastern and for a general background on business education programs, see Mr. Crotty's book.)
7. Memorandum from Albert Everett to Dr. Knowles, Re: Northeastern University School of Business, April 16, 1959, College of Business Administration File, 1958-1966, Office of the Chancellor, p. 1.
8. Roger S. Hamilton to James R. Surface, December 28, 1961, College of Business Administration File, 1958-1966, Office of the Chancellor.
9. "Northeastern University College of Business Administration, Honors Reading Program," mimeographed, n.d., College of Business Administration File, 1958-1966, Office of the Chancellor.
10. Personal interview with Asa S. Knowles, March 15, 1979.
11. *College of Business Administration Annual Report, September 15, 1969*, p. 16; *College of Business Administration Annual Report, 1975*, p. 3; *Annual Report, Business Administration, 1969*, p. 1.
12. *College of Business Administration Annual Report, 1966*, p. 6; Memorandum from President Knowles to Dean Wilkinson, September 7, 1966, College of Business Administration File, 1958-1966, Office of the Chancellor.
13. "Long Range Plans and Objectives of the College of Business Administration (as Endorsed by the Faculty on April 20, 1966)," College of Business Administration File, 1967-1971, Office of the Chancellor, p. 1.
14. "Master's Accreditation Questionnaire and Self-study Report, College of Business Administration," August 1973, p. 12.
15. *Ibid.*, p. 24.
16. All University Enrollment (Gross), November 3, 1975, Office of the Registrar.
17. Asa S. Knowles, "Speech for Fiftieth Anniversary Celebration" (unpublished), April 20, 1960, Speech File, Office of the Chancellor.
18. Communiqué from Asa S. Knowles to Lee H. Johnson, March 30, 1960, College of Engineering (General) File, 1960-1967, Office of the Chancellor.

19. "Statement of Evaluation, Engineers' Council for Professional Development," October 5, 1960, College of Engineering (General) File, 1960-1967, Office of the Chancellor, p. 1.
20. William C. White, "Report of Plans Concerning Academic Program Offerings and Needs for Academic Facilities," Minutes of Joint Meeting of Executive Committee and Committee on Facilities, Board of Trustees, October 18, 1960, Office of the Trustees, Agenda, p. 4; Minutes of the Executive Committee and Committee on Facilities, Board of Trustees, December 1, 1960, Office of the Trustees, p. 4.
21. "Questionnaire for Review of Engineering Program," prepared for Engineers' Council for Professional Development, Inc., Northeastern University, 1966, p. 32; "The Physics Department is a first rank University organization, by which I mean that it ranks among the top thirty departments in the country." (Roy Weinstein to Asa S. Knowles, May 9, 1969, Department of Physics File, Office of the Chancellor.)
22. Memorandum from Dean Scott to All Faculty Members of the College of Engineering, Re: Dean Frederick C. Lindvall's Suggestions to the College of Engineering, December 7, 1961, College of Engineering (General) File, 1960-1967, Office of the Chancellor.
23. "Questionnaire for ECPD," 1966, p. 31.
24. *Ibid.*, p. 33.
25. *Ibid.*
26. Fall Enrollment (Gross), October 15, 1968 (for 1967), Office of the Registrar.
27. Communiqué from G. L. Von Eschen to Asa S. Knowles, April 10, 1966; quoted in communiqué from Asa S. Knowles to G. L. Von Eschen, April 14, 1966, College of Engineering (General) File, 1960-1967, Office of the Chancellor.
28. "Questionnaire for ECPD, Inc.," prepared by Northeastern University, November 1, 1971, p. 27.
29. Fall Enrollments (Gross), October 15, 1969; November 4, 1974 (for 1973), Office of the Registrar; "Electrical Engineering, Introduction," July 1974 in *College of Engineering Annual Report 1973-74*.
30. "Questionnaire for ECPD, Inc.," prepared by Northeastern University, January 1977, p. 29A.
31. "Introduction," *College of Engineering Annual Report 1975-76*; "Questionnaire for ECPD, Inc.," prepared by Northeastern University, June 1977, p. 15.
32. Personal interview with Professor Hollis Baird, October 9, 1978.
33. *Catalog Lincoln Institute (Evening Session) 1930-31* (Boston: YMCA, 1930), p. 10.
34. Minutes of the Executive Committee, February 8, 1963, Office of the Trustees, Agenda, p. 4.
35. *Ibid.*

36. Tentative Fall Enrollments (Gross), October 15, 1964; Fall Enrollments (Gross), October 15, 1969, Office of the Registrar.
37. Personal interview with Dean William King, March 13, 1979.
38. Memorandum from Gustav S. Rook to Asa S. Knowles, Re: Major Accomplishments in Lincoln College during the Decade 1958-1968, Ten Year Reports File, Office of the Chancellor.
39. Personal interview with Dean William King, March 13, 1979.
40. Personal interview with Dean William King, March 13, 1979; Fall Enrollments (Gross), November 3, 1975.
41. Personal interview with Dr. William C. White, March 7, 1979.
42. "Questionnaire prepared for the National Council for the Accreditation of Teacher Education," 1967.
43. Frank Marsh, Jr., Northeastern University, College of Education, 1959-1975, College of Education File, 1967-1975, Office of the Chancellor. (Much of the information in this chapter has been derived from Dr. Marsh's notes, which he very kindly made available at this author's request.)
44. Lester Vander Werf, "Northeastern University College of Education Long Range Proposals," June 13, 1960, College of Education File, 1959-1966, Office of the Chancellor.
45. Memorandum from Lester Vander Werf to William C. White, Re: Thoughts Resulting from AACTE Meeting, March 7, 1961, College of Education File, 1959-1966, Office of the Chancellor, p. 2.
46. Fall Enrollments (Gross), October 15, 1970, Office of Registrar.
47. Frank Marsh, Jr., "Education Science and Teacher Training," in the *International Encyclopedia of Higher Education*, vol. 4 (San Francisco: Jossey-Bass, 1977), pp. 1361, 1363.
48. Much of the planning for the new unit went on behind the scenes. The first official mention is made in the Minutes of the Board of Trustees, April 13, 1934, p. 2. At this point the various units were frequently referred to as "schools." Thus the 1935 catalog lists the School of Arts and Sciences, but in 1936 the term "college" is used.
49. *Northeastern University Day Division, School of Arts and Sciences 1935-36* (Boston: Northeastern University, 1935), pp. 91-95.
50. Charles Frankel, "Why the Humanities?" *Ideas*, Winter 1979, p. 3.
51. *Day Division, Arts and Sciences 1935-36* p. 78; *Northeastern University Day Division, College of Liberal Arts 1936-37* (Boston: Northeastern University, 1936), p. 164; *Northeastern University College of Liberal Arts 1941-1942* (Boston: Northeastern University, 1941), p. 58.
52. The Master of Science in Chemistry, 1940; in Biology, 1947 (dropped shortly after and reinstituted in 1964); the Master of Arts in English, 1949; in History, 1959; in Political Science, 1959; and in Psychology, 1959. Faculty figures are derived from the catalog for the *School of Arts and Science 1935-1936* and

- from Memorandum from Dean Shepard to Chet Storey, Re: Development of Liberal Arts 1958-1968, Ten Year Reports File, Office of the Chancellor.
53. "Data prepared for the New England Association of Colleges and Secondary Schools by Northeastern University," Spring 1967, p. 45.
 54. Memorandum from Dean Shepard to Chet Storey, December 18, 1968.
 55. Ibid.; "Upper-Class Enrollments by Major Fields of Study, Northeastern University" (unpublished data prepared by Loring M. Thompson, Office of Planning, March 1971), College of Liberal Arts File, 1967-1975, Office of the Chancellor.
 56. Memorandum from Dean Shepard to Chet Storey, December 18, 1968.
 57. Ibid.; "Upper-Class Enrollments."
 58. *Institutional Self-Study Report Prepared for the New England Association of Schools and Colleges*, vol. 1 (Boston: Northeastern University, 1978), p. 128.
 59. Memorandum from Dean Shepard to Chet Storey, December 18, 1968.
 60. *Institutional Self-Study Report*, vol. 1, p. 130.
 61. Tentative Fall Enrollments (Gross), October 15, 1969; Fall Enrollments (Gross), October 15, 1970, Office of the Registrar.
 62. "Upper-Class Enrollments," 1971.
 63. Fall Enrollments (Gross), October 15, 1970; All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
 64. "Upper-Class Enrollments," 1971.
 65. Ibid., 1974.
 66. Ibid.
 67. *Institutional Self-Study Report Prepared for the New England Association of Schools and Colleges*, vol. 2 (Boston: Northeastern University, 1978), p. 6a.
 68. *Northeastern University Bulletin 1974-75 Basic Catalogues*, p. 104.

CHAPTER IX

1. Tentative Fall Enrollments (Gross), October 15, 1959, Office of the Registrar.
2. Nathan Pusey, *American Higher Education 1945-1970* (Cambridge, Mass.: Harvard University Press, 1978), p. 62; Crotty, *Professional Education for Experienced Managers*, p. 30.
3. Communiqué from Dr. William C. White to the Division of Higher Education, Department of Health, Education and Welfare, December 16, 1958, HEW file, Office of the Chancellor.
4. Data supplied by the Department of Health, Education and Welfare, Washington, D.C. Figures are for the academic years 1949-50, 1959-60, and 1969-70.
5. Memorandum from President Knowles to All Members of the Faculty and

- Administrative Staff of Northeastern, Re: . . . Appointment of General Committees, September 1, 1959, President's Office General Memorandums, 1958-1962, Office of the Chancellor.
6. Communiqué from Asa S. Knowles to Professor Lockhart B. Rogers, April 16, 1960, Department of Physics File, Office of the Chancellor.
7. "Proposal to the Board of Trustees for Authorization of Doctoral Programs in Chemistry, Electrical Engineering, and Physics," prepared by the Office of the Provost, November 1, 1960, Minutes of the Executive Committee on Facilities, Board of Trustees, December 1, 1960, Office of the Trustees, Agenda, pp. 9-11.
8. Tentative Fall Enrollments (Gross), October 15, 1959; all University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
9. Data for 1967 from "Data Prepared for the New England Association of Colleges and Secondary Schools by Northeastern University, Spring 1967," p. 32; data for 1978 from "Institutional Self-Study Report, vol. 2, p. 6a.
10. Tentative Fall Enrollments (Gross), October 15, 1959; all University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
11. *Northeastern University Graduate School 1961-1962 Catalog*, p. 137.
12. In 1960 there were 61 full-time equivalent faculty in the College of Engineering, 13 of whom had the Ph.D.; in 1971 there were 120 full-time equivalent faculty, 68 of whom had terminal degrees; in 1977 there were 118 full-time equivalent faculty, 57 of whom had terminal degrees. (Statistics derived from "Questionnaire for Review of Engineering Programs Prepared for the Engineers' Council for Professional Development by Northeastern University," 1960, 1971, and 1977.)
13. *Northeastern University Bulletin 1967-68 Graduate School of Engineering*, p. 102.
14. Communiqué from Asa S. Knowles to Frederick Ayer, December 13, 1962, Power Systems Engineering File, Office of the Chancellor.
15. Fall Enrollments (Gross), October 15, 1969; All University Fall Enrollments (Gross), October 25, 1972, Office of the Registrar; *Northeastern University Graduate School of Engineering 1973-74 Catalog*, p. 121.
16. Tentative Fall Enrollments (Gross), October 15, 1969; All University Enrollments (Gross), November 3, 1975, Office of the Registrar; "Questionnaire for Review of Engineering Programs Prepared for ECPD," Northeastern University, 1960, 1977.
17. Crotty, *Professional Education for Experienced Managers*, p. 24.
18. Gordon and Howell, *Higher Education for Business*; Frank C. Pierson, et al., *The Education of American Businessmen: A Study of University College Programs in Business Administration* (New York: McGraw-Hill, 1959).
19. Pierson et al., pp. 129-34, quoted in Crotty, *Professional Education for Experienced Managers*, p. 21; 1965-1966 *Bulletin Northeastern University Graduate School of Business Administration*, p. 30.

20. Tentative Fall Enrollments (Gross), October 15, 1964 (for 1963); All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
21. "Ten Year Report, Graduate School of Business Administration," Ten Year Reports File, Office of the Chancellor.
22. *Northeastern University College of Liberal Arts, Education, Business Administration, and Engineering Bulletin* 1959-60, p. 22.
23. Statistics available from Office of the Registrar.
24. Tentative Fall Enrollments (Gross), October 15, 1959; Fall Enrollments (Gross) October 16, 1967, Office of the Registrar.
25. Minutes of the Board of Trustees, March 7, 1974, Office of the Trustees, p. 2.
26. All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
27. The single exception was the College of Nursing. At that time the bachelor's degree was still considered a maverick—more education than the average nurse required. The idea of a graduate degree in nursing was, therefore, not really relevant and would not become so until the late 1970s.
28. *Northeastern University Graduate Division 1964-65 Catalog*, p. 184.
29. All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
30. *Annual Report of the President, Northeastern University*, 1970, p. 19.
31. Fall Enrollments (Gross), October 15, 1970, Office of the Registrar.
32. All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
33. Interview with Dean Catherine Allen, March 13, 1979.
34. All University Fall Enrollments (Gross), October 23, 1973; All University Fall Enrollments (Gross), November 3, 1975, Office of the Registrar.
35. "Questionnaire for Review of Engineering Programs," 1966, p. 32.
36. "Proposed Re-Organization of the Graduate School," Minutes of the Executive Committee, Board of Trustees, July 11, 1963, Office of the Trustees, Agenda, p. 3.
37. Memorandum from Dean Roger Hamilton to President Knowles, Re: M.S. in Actuarial Science, April 10, 1962, Actuarial Science File, Office of the Chancellor.
38. Communiqué from Harold L. Stubbs, Chairman of the Department of Mathematics, to Mr. Richard Guest, Vice President, Massachusetts Life Insurance Company, May 7, 1962, Actuarial Science File, Office of the Chancellor.
39. Ibid.
40. To become a member of the Society of Actuaries, one must pass a series of examinations given twice a year on a nationwide basis. Associate membership is granted after passing five examinations. One may become a Fellow in the Society by passing an additional five examinations.

41. Minutes of the Board of Trustees, July 11, 1963, Office of the Trustees, p. 3.
42. "Northeastern University Graduate School of Actuarial Science, Two-Year Graduate Co-operative Program Plan of Uniform Actuarial Internships to be Provided by Co-operating Companies," October 19, 1963, Actuarial Science Program File, Office of the Chancellor.
43. The following were listed as cooperating companies: Boston Mutual Insurance Co., Hartford Life Insurance Co., John Hancock Mutual Life Insurance Co., Loyal Protective Life Insurance Co., Massachusetts Mutual Life Insurance Co. (for at least a trial period), Monarch Life Insurance Co., National Life Insurance Co., New England Mutual Life Insurance Co., Prudential Insurance Company of America (on a limited basis), State Mutual Life Assurance Company of America, Union Mutual Life Insurance Co., United Life and Accident Insurance Co.; *Graduate School of Actuarial Sciences Bulletin*, 1964-65.
44. Fall Enrollments (Gross), October 15, 1969; All University Fall Enrollments (Gross), October 23, 1973, Office of the Registrar.
45. Memorandum from Dean Geoffrey Crofts to Asa S. Knowles, September 16, 1968, Ten Year Development File, Office of the Chancellor, p. 2.
46. Graduate School of Professional Accounting, Advisory Council, November 2, 1964: Richard S. Chamberlain (Rtd. Ptnr.), Chmn. Price Waterhouse & Co.; Robert O. F. Bixby, Ptnr., Price Waterhouse & Co.; Hugh Dysart, Jr., Ptnr., Touche Ross Bailey & Smart; Robert Kitchin, Ptnr., Patterson, Teale & Dennis; John March, Ptnr., Arthur Andersen & Co.; John McGuirk, Ptnr., Peat Marwick Mitchell & Co.; Harold Mock, Ptnr., Arthur Young & Co.; Elmer Tonneson, Ptnr., Harris Kerr Forster & Co.; Herbert E. Tucker, Ptnr., Charles F. Rittenhouse and Co.; Edward Walchli, Ptnr., Ernst & Ernst; Mark C. Walker, Ptnr., Lybrand Ross Bros. & Montgomery; William Wright, Ptnr., Haskins & Sells.
47. "Report to the Advisory Council, September 30, 1969," Graduate School of Professional Accounting, p. 3-4; "Annual Report to the Advisory Council, November 21, 1972," Graduate School of Professional Accounting, p. 1.
48. "Report to the Advisory Council, September 30, 1969," p. 11; Fall Enrollments (Gross), October 15, 1968; All University Fall Enrollments (Gross), October 23, 1973, Office of the Registrar.
49. "Annual Report to the Advisory Council, November 1975."
50. "Annual Advisory Council Report, November 30, 1978."
51. Communiqué from Harold A. Mock to President Knowles, May 18, 1961, Office of the Trustees. There was, of course, at this time a fully integrated alumni group, but that the Law School alumni still felt left out is evidence of the depth of their feeling for the School of Law.
52. Communiqué from Asa S. Knowles to Peter Princi, March 8, 1936, School of Law File 1960-1963, Office of the Chancellor.
53. Minutes of the Executive Committee, May 8, 1964; Minutes of the Board of Trustees, January 8, 1965; Minutes of the Board of Trustees, February 12, 1965, Office of the Trustees.

54. Minutes of the Board of Trustees, May 13, 1966, Office of the Trustees.
55. The Advisory Council was headed by Justice John Spalding of the Supreme Judicial Court and member of Northeastern University Corporation. Other members were Lt. Governor Elliot Richardson; U.S. Representative F. Bradford Morse; Professor Richard Field, Harvard Law School; John Noonan, member, Herrick, Smith, Donald, Farley, and Ketchum, and member Northeastern University Corporation; Earl Thomson, member, Thomson & Thomson, and University Trustee; Abram Berkowitz, member, Ropes & Gray, alumnus School of Law; Walter Henneberry, member, Hale, Sanderson, Byrnes and Morton, alumnus School of Law, member, Northeastern University Corporation; Associate Supreme Court Justice Amedeo Sgarzi, alumnus School of Law. Four months later Thomas E. Sunderland, member, Northeastern University Corporation, Chairman of the Board, United Fruit Company, joined the Council.
56. *Boston Herald Traveler*, September 15, 1968, p. A62.
57. *Bulletin of the School of Law* 1968-69, p. 7.
58. *Bulletin of the School of Law* 1972-73, p. 8.
59. *Between Decades, A Report of the Northeastern University School of Law Ten Year Planning Committee* 1978, School of Law, 1978, p. 1.

CHAPTER X

1. Knowles, "A Look Ahead," *Proceedings*, p. 36; *Annual Report of the President, Northeastern University*, 1960-61, p. 16, and "Report: Office of the Budget for 1975." This figure pertains to monies handled through the Finance Office and does not include all grants received.
2. Marston, *Origin and Development of Northeastern University*, p. 73.
3. *Annual Report of the President, Northeastern University*, 1958-59, p. 2.
4. Minutes of the Board of Trustees, May 17, 1957, Office of the Trustees, p. 4.
5. Pusey, *American Higher Education 1945-1970*, p. 78.
6. *Annual Report of the President, Northeastern University*, 1958-59, p. 2.
7. *Annual Report of the President, Northeastern University*, 1960-61, p. 16.
8. *Annual Report of the President, Northeastern University*, 1961-62, p. 18; *A Manual of Information for Principal Investigators* 1966 (Boston: Office of Research Administration, Northeastern University, 1966), p. 1; Office of the Provost; *A Manual of Information* 1978, p. 1.
9. *Annual Report of the President, Northeastern University*, 1961-62, p. 36; projects included Professor Philip W. Backstrom's research on the cooperative movement and Christian socialism in nineteenth-century England, Professor David W. Barkley's bibliography for study of certain political writers in the nineteenth century, and Professor Stanley R. Stemberge's research on British attitudes toward the Empire in the nineteenth century. NUSRI also sponsored a leave of absence for Professor Mezzacappa for study in Italy on Eugene

- Scribe and El Duque de Rivas. (*Annual Report of the President, Northeastern University*: 1962-63, p. 21.)
10. *Annual Report of the President, Northeastern University*: 1962-63, p. 21.
11. *Annual Report of the President, Northeastern University*: 1973, p. 38.
12. Israel Katz. "Major Accomplishments of the Center for Continuing Education during the Past Ten-Year Period." Ten Year Reports File, Office of the Chancellor.
13. *Annual Report of the President, Northeastern University*: 1969, p. 29.
14. *Five-year Reaccreditation Resurvey: A Self-Study Report, Graduate and Undergraduate, November 1973*, prepared for review by the American Assembly of Collegiate Schools of Business, College of Business Administration, p. 14.
15. "1979 Grant Proposal to the U.S. Office of Education, Title VIII," Northeastern University Cooperative Education Research Center, Appendix, p. 1.
16. Northeastern University's decision to focus on basic rather than applied research was also conditioned by two other factors. Through its Cooperative Plan of Education, Northeastern had close ties with business and industry. Were it to solicit applied research contracts directly, these ties might easily be jeopardized. In short, Northeastern had no desire to go into competition with the very firms on which it depended for the placement of its students. And, finally, in its lexicon of values, which included a fierce independence and a prime commitment to teaching, there seemed little room for the encouragement of applied research contracts that might very well entail far greater involvement with outside interests than the University cared to sustain.
17. Pusey, *American Higher Education 1945-1970*, p. 79.
18. Before the Hurtig building was constructed in 1965, 2,150 square feet of space was allotted in Richards, 3,340 square feet of space was allotted in Mugar, 3,000 square feet of space was allotted in the United Realty Building, and 11,490 square feet of space was allotted in Forsyth to meet the needs of the chemistry research laboratories alone. With the construction of new facilities, these areas were returned to classroom use.

CHAPTER XI

1. Memorandum from Dean Everett to President Knowles and Dr. White, June 22, 1960, Center for Continuing Education File #1, 1960-1964, Office of the Chancellor.
2. "Proposed Definition of Responsibilities, Center for Continuing Education," October 2, 1961, Continuing Education File #1, 1960-1964, Office of the Chancellor.
3. Israel Katz. "Higher Continuing Education," *Handbook of College and University Administration*, vol. 2, Academic, edited by Asa S. Knowles (New York: McGraw-Hill, 1970), pp. 37-38.

4. Communiqué from Malcolm Campbell to Israel Katz, December 31, 1968; Malcolm Campbell to Israel Katz, January 15, 1969; Israel Katz to Asa S. Knowles, June 17, 1969, Center for Continuing Education File #3, 1968-1969, Office of the Chancellor.
5. Memorandum from William Lovely to Professor Bateson, Re: Center for Continuing Education Cost-Revenue Examination, October 27, 1970, Center for Continuing Education File #4, 1969-1970, Office of the Chancellor, p. 3.
6. Israel Katz, *Post-Experience Higher Education*, UNESCO International Institute for Educational Planning, Research Report #21 (Paris: 1975), p. i.
7. Communiqué from Asa S. Knowles to the Commission on Education for Women of the American Council on Education, April 16, 1960, Office of the Chancellor; Memorandum from Dean Everett to President Knowles, December 8, 1960, Center for Continuing Education File #1, 1960-1964, Office of the Chancellor.
8. Communiqué from Knowles to the Commission on the Education of Women.
9. Memorandum from Dean Hanson to Virginia Bullard, Re: Job Orientation, March 13, 1963, Women's Continuing Education File, Office of the Chancellor.
10. Israel Katz, "Major Accomplishments of the Center for Continuing Education during the Past Ten-Year Period," p. 1.
11. Memorandum from Israel Katz to President Knowles, Re: Experimental Educational Opportunity Programs, June 17, 1969, Center for Continuing Education File #4, 1969-70, Office of the Chancellor.
12. Communiqué from Sam Hurt to Israel Katz, March 10, 1970; Communiqué from Pearlis M. Jones to Israel Katz, March 17, 1970, Center for Continuing Education File #4, 1969-70, Office of the Chancellor.
13. Communiqué from Ellen Fields to Israel Katz, September 24, 1969, Center for Continuing Education File #4, 1969-70, Office of the Chancellor.
14. "N.U. Sponsors Institute, Study of Drugs, Youth," *The Boston Sunday Globe*, April 21, 1968, p. A-47.
15. Ibid.
16. Memorandum from Lovely to Bateson, October 17, 1970, p. 4.
17. Ibid., p. 6.

CHAPTER XII

1. Personal interview with Professor Britta Karlsson, October 12, 1979.
2. Enrollment figures for the College of Pharmacy and Allied Health Professions in 1975 were 1,273; for Nursing they were 937. The special program with the Deaconess Hospital enrolled 65 students. When one adds to these figures the number of students enrolled in related allied health fields, viz.: Physical Therapy under Boston-Bouvé, Biomedical Engineering under the Colleges of En-

- gineering and Lincoln, and various nondegree workshops and seminars under the Office of Continuing Education, a ballpark figure of 3,000 is not excessive.
3. Communiqué from Asa S. Knowles to Frederick Ayer, December 13, 1962, Power Systems Engineering File, Office of the Chancellor.
4. Philip R. Lee, M.D., "Address to the 6th Conference of the Industrial Council for Tropical Health," November 1966.
5. Communiqué from Knowles to Ayer, p. 1.
6. *Journal of the American Medical Association*, November 26, 1960, p. 30, quoted in "Medical Technology Programs at Northeastern University on the Cooperative Plan," n.d., Office of the Chancellor.
7. Division of Public Health Methods, *USPHS Health Manpower Source Book—Section 18—Manpower in the 1900s* (Washington, D.C.: HEW, 1967); Lee, "Address to the 6th Conference of the Industrial Council for Tropical Health"; HEW and Department of Labor, *Training Health Services Workers: The Critical Challenge* (Washington, D.C.: HEW and Department of Labor, 1966).
8. Memorandum from Asa S. Knowles to Deans Allen, Everett, Keagle, Lake, Lynn, Rook, Ryder, Thompson, and Voss and Professors Fine, Margolin, and Riser, Re: Committee on Co-ordinating Programs in the Health Sciences, December 1, 1964, Medical Technology and Health Science Programs File #1, 1964–1966, Office of the Chancellor.
9. Memorandum from Edmund McTernan to Dr. Knowles, Re: Recommendation—Programs Related to Medical Administration, 1966, Medical Technology and Health Science Programs File #1, 1964–1966, Office of the Chancellor.
10. Memorandum from Professor McTernan to Mr. White, Re: Status Statement and Proposed Program—Allied Medical Sciences, November 22, 1966, Medical Technology and Health Science Programs File #1, 1964–1966, Office of the Chancellor, p. 1; *Northeastern University, A Newsletter for Faculty and Administration from the Office of the President*, April 1968, pp. 1–2.
11. Loring M. Thompson, Edmund J. McTernan, et al., *Interim Report to the Commonwealth Fund—A Study for the Organization of Curricula for the Health-Related Professions* (Boston: Northeastern University, 1968).
12. Memorandum from Edmund J. McTernan to the President of the University, Re: Suggested Program for the Development of Paramedical Programs at Northeastern University, n.d., Medical Technology and Health Science Programs File #1, 1964–1966, Office of the Chancellor, p. 2.
13. *The Economic Impact of Colleges and Universities on the Boston Area* (Cambridge, Mass.: ADL System Research Group, 1974), pp. 8, 9; Memorandum from Asa S. Knowles to Loring Thompson, Re: Program Development, Office of Planning File #1, 1960, Office of the Chancellor.

CHAPTER XIII

1. In the early years of the educational program, the students and instructors used the YMCA library collection located at the corner of Berkeley and Boys-

- ton Streets. In 1892 a library collection was begun to support the programs. The Law Library was organized in 1896 and was housed in the main office of the Law School at 10 Ashburton Place. In 1911 the Law Library was moved to the Boylston Street YMCA Building. (Information provided by Albert E. Donley, Jr. Associate Director University Libraries. August 8, 1980.)
2. "College and University Library Statistics, 1958/59," September 1, 1959, Library File, 1959-1960, Office of the Chancellor, pp. 2, 3.
 3. *Annual Report of the President, Northeastern University*, 1964, p. 53.
 4. *Report of the Libraries*, Office of the Director, Northeastern University Libraries, July 1975.
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2. *Annual Report of the President, Northeastern University*, 1967, p. 6.
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7. Christopher Jencks, quoted in Heath, *Decade of Disillusionment*, p. 215.
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16. *Annual Report of the President, Northeastern University*, 1965, p. 4.
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14. *Proceedings and Debate of the 88th Congress, Second Session*, vol. 110, no. 70 (1964), p. 1.
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21. Memorandum from Professor Gallagher to Dean Gilbert MacDonald, Re: Ten Year Report on Athletic Department, September 26, 1968; Ten Year Reports File, Office of the Chancellor.
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23. *Northeastern University Events: A Newsletter to Faculty and Administration*, May 15, 1964, p. 2.
24. "Northeastern University Crew 1964-65," March 31, 1966.
25. *Ibid.*

26. Ibid.
27. *Northeastern University Colleges of Liberal Arts, Education, Business Administration, Engineering*, January 1959, p. 41.
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3. Statistics from Office of Admissions.
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5. *Cauldron*, 1966, p. 11.
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11. Information obtained from Northeastern University Reading Clinic.
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14. Information obtained from English Language Center.
15. Information for the following section depends heavily on material supplied by Dr. Job E. Fuchs, University Health Service, August 28, 1980.
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2. Asa S. Knowles, "Northeastern University: A Destiny to Fulfill," *Northeastern University Alumnus*, Spring 1961, p. 4.
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5. *Horn*, April 26, 1966, pp. 1, 6, 9.
6. *Ibid.*
7. *Northeastern News*, May 6, 1966, p. 4.
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9. *Ibid.*, p. 1.
10. Loren King, "The Jane Fonda Syndrome," *Wavelength*, October 24, 1979, p. 4; Seymour Lipsit, *Rebellion in the University* (Chicago: University of Chicago Press, 1976), p. xvi.
11. Charles Frankel, quoted in Sidney Hook, Paul Kurtz, and Miro Todorovitch, eds., *The Idea of a Modern University* (Buffalo: Prometheus Books, 1974), p. 97.
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13. Colin B. Gracey, "Tobacco, Alcohol, Drugs and Allied Substances," in Charles W. Havice, ed., *Campus Values* (New York: Charles P. Scribner & Sons, 1968), p. 55.
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18. Memorandum from Asa S. Knowles, September 26, 1968, pp. 2, 3.
19. *Ibid.*, p. 3.
20. Minutes of the Board of Trustees, May 16, 1973, Office of the Trustees.
21. *Ibid.*
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23. *Annual Report of the President, Northeastern University, 1959-60*, p. 10.
24. Minutes of the Board of Trustees, October 28, 1968, Office of the Trustees.

25. Ibid.
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27. *Northeastern News*, January 5, 1968, p. 2.
28. Ibid.
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30. Memorandum from President Knowles to Members of the Black Student Community at Northeastern University, Re: Response to the Memorandum Submitted on May 3, 1968 on Behalf of Black Students, by Miss Williams and Messrs. Hardwood, Farrar, Evans, and Peace, May 7, 1968, p. 1, Office of the Chancellor.
31. Ibid.
32. Memorandum from Asa S. Knowles to Deans, Directors, Department Heads and Faculty, May 10, 1968, Office of the Chancellor.
33. *The President's Newsletter*, September 1968, p. 2.
34. Memorandum from Christopher F. Kennedy and Edward T. Campbell to All Concerned, March 1, 1972, Office of the Dean of Students.
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37. Minutes of the Board of Trustees, May 21, 1971, Office of the Trustees.
38. Ibid.
39. *Northeastern News*, May 28, 1971, p. 4; Speare, "Annual Report, 1916-1917," pp. 5, 7.
40. *Northeastern News*, April 7, 1967, p. 1.
41. *Northeastern News*, January 19, 1968, pp. 1, 6.
42. *Northeastern News*, October 27, 1967, pp. 1, 3.
43. *Northeastern News*, November 3, 1967, p. 1.
44. Ibid.
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46. Memorandum from Asa S. Knowles to Members of the University Community, Re: Response to SDS Demands, May 12, 1969, p. 2.
47. *U.S. News and World Report*, September 2, 1968, p. 68.
48. Memorandum from Asa S. Knowles, May 12, 1969, p. 3.
49. Minutes of the Faculty Senate, September 25, 1969, Office of the Faculty Senate.
50. Resolution of the Faculty Senate, September 25, 1969 (mimeographed), Office of the Faculty Senate.

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52. "Statement of Faculty Senate Ad Hoc Committee on Campus Disorder, September 28, 1969," Student Unrest File, Office of the Chancellor.
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54. *Ibid.*, p. 5.
55. Resolution of the Faculty Senate passed January 22, 1970, Student Unrest File, Office of the Chancellor.
56. Memorandum from Asa S. Knowles to All Members of the University Community, Re: the Injunction and Student Rights, January 26, 1970; Memorandum from Asa S. Knowles to All Members of the Northeastern University Community, Re: Police on Campus, January 26, 1970.
57. Memorandum from Asa S. Knowles to Members of the University Community, January 27, 1970.
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59. Quoted in *Cauldron*, 1971, p. 248.
60. Memorandum from Vice President, University Administration, to Members of the University Committee, Re: Faculty Restrictions, May 12, 1970.
61. Minutes of the Board of Trustees, May 15, 1970, Office of the Trustees.
62. Memorandum from President Knowles to Members of the Faculty and Staff, Re: Cancellation of Volpe Hall Dedication Ceremony, October 21, 1971, Office of the Chancellor.
63. Memorandum from President Knowles to Members of the University Community, Re: ROTC, May 15, 1972, Office of the Chancellor.

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3. Asa S. Knowles, "A Look Ahead," *Proceedings*, September 8, 1959, pp. 35, 36.
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9. *Annual Report of the President, Northeastern University*, 1966, pp. 14, 15.
10. "Summary of Major Resolutions Passed by the Faculty Senate, 1966-1977," Table I, Number and Percent by Year and Chairman of Types of Response by the President to Major Senate Resolutions, *Institutional Self-Study Report*, vol. 2, Appendices.
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12. Faculty Bylaws of Northeastern University, Article II, A, and Article IV, B, September 15, 1961. Research personnel were not included until the *Faculty Senate Handbook*, 1963-64, p. 26.
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14. *Ibid.*; see Appendix F for distribution by colleges.
15. "Summary of Data on Recent Expansion of the Basic Colleges."
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17. Faculty Senate Minutes, January 6, 1966, p. 3, Office of the Faculty Senate.
18. Personal interview with Dr. Asa S. Knowles, March 15, 1979.
19. Faculty Senate Minutes, January 29, 1962, Office of the Faculty Senate.
20. Faculty Senate Minutes, June 8, 1966, April 20, 1967, Office of the Faculty Senate.
21. Faculty Senate Minutes, January 25, 1968, May 6, 1969, October 2, 1969, Office of the Faculty Senate.
22. General Faculty Meeting, May 6, 1970, Student Protest File, Office of the Chancellor.
23. Memorandum from Asa S. Knowles to Members of the University Community, May 7, 1970.
24. Grading options passed by the Northeastern Faculty, May 12, 1970, "Northeastern University, Review of the Spring Quarter 1970," September 29, 1970, Faculty File, Office of the Chancellor.

25. Results of faculty poll on campus recruitment, Faculty File, Office of the Chancellor.
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27. *Annual Report of the President, Northeastern University*, 1969, pp. 9, 14.
28. Ibid.
29. Statistics available from the Office of Personnel.
30. Statistics available from the Office of Personnel. Memorandum from the President to Faculty and Staff, Sept. 28, 1970, Office of the Chancellor.
31. *All University Policy*, January 14, 1956, and *Faculty Handbook*, 1971, p. 48; adopted by Executive Council and approved by the President, November 26, 1973, noted in *Faculty Handbook*, 1974, p. 51.
32. *Annual Report of the President, Northeastern University*, 1970, p. 11.
33. Asa S. Knowles, *Industrial Management* (New York: Macmillan Co., 1946), pp. 3, 5.
34. Minutes of the Faculty Senate, January 9, 1962, Office of the Faculty Senate.
35. Minutes of the Faculty Senate, May 26, 1966, Office of the Faculty Senate.
36. *Annual Report of the President, Northeastern University*, 1967, p. 18.
37. *Annual Report of the President, Northeastern University*, 1969, p. 10.
38. Communiqué from P. Lynch to Asa Knowles, April 4, 1969, PAC File, Office of the Chancellor.
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40. *Annual Report of the President, Northeastern University*, 1966, p. 12.
41. *Annual Report of the President, Northeastern University*, 1969, p. 61; *Annual Report*, 1967, p. 3.
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45. Minutes of the Faculty Senate, October 5, 1971, Office of the Faculty Senate, November 31, 1972; Minutes of the Board of Trustees, June 30, 1972, Office of the Trustees.
46. Minutes of the Faculty Senate, May 7, 1973, Office of the Faculty Senate.
47. Memorandum from Paul H. Tedesco, Secretary, to Members of the Faculty Senate, Re: Minutes of the Meeting, February 7, 1972, Faculty File, Office of the Chancellor.
48. Minutes of the Faculty Senate, November 31, 1972, Office of the Faculty Senate.
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- Faculty Senate, Re: Report on Legislation enacted by the 1972-73 Faculty Senate, Faculty File, Office of the Chancellor; or in (2) "Summary of Major Resolutions passed by the Faculty Senate 1966-67," *Institutional Self-Study Report*, vol. 2, Appendices.
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 51. Ibid.
 52. Minutes of the Board of Trustees, September 28, 1970, Office of the Trustees.
 53. White paper prepared by the members of NUFO, Spring 1973, Faculty File, Office of the Chancellor, p. 1.
 54. *Chronicle of Higher Education*, June 9, 1975, p. 5.
 55. *Northeastern University Newsletter*, April 7, 1975, p. 2.
 56. "Summary of Major Resolutions Passed by the Faculty Senate 1966-1967," *Institutional Self-Study Report*, vol. 2.
 57. *Northeastern University Newsletter*, April 7, 1975, p. 12.
 58. *NUFO/INFO*, October 31, 1975, p. 4.
 59. *NUFO/INFO*, September 24, 1975, p. 2.
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CHAPTER XIX

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2. Bylaws of Northeastern College of the Young Men's Christian Association, Article III, Sec. I, March 24, 1916, p. 1; Minutes of the Board of Trustees, March 1916-December 1950, Office of the Trustees.
3. Quoted in Marston, *Origin and Development of Northeastern University*, p. 61.
4. *Data Concerning Northeastern University, Boston, Massachusetts, October 1, 1940*, compiled for Higher Education of the New England Association of College and Secondary Schools, October 1940, Archives.
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6. Minutes of the Board of Trustees, May 15, 1936, Office of the Trustees, p. 4.
7. Change of Purpose, Northeastern University, the Commonwealth of Massachusetts, Department of Corporation and Taxes, Henry F. Long, Commissioner, February 18, 1947.
8. Communiqué from Frank Palmer Speare to Members of the Board of Trustees, January 4, 1936, Office of the Trustees.

9. Minutes of the Board of Trustees, October 24, 1934, Office of the Trustees, p. 1.
10. Minutes of a Meeting of the Committee on Academic Affairs of the Board of Trustees, April 27, 1973, Committee on Academic Affairs File, April 1969-71, Office of the Chancellor, p. 4.
11. Personal interview with Asa S. Knowles, March 15, 1979.

CHAPTER XX

1. *Data Concerning Northeastern University*, p. 4.
2. Asa S. Knowles, *Industrial Management*, p. 5.
3. Asa S. Knowles, "A Look Ahead," *Proceedings*, p. 32. Other statistics obtained from Office of Personnel.
4. Figures obtained from Edmund Deltano, Vice President-Finance.
5. Asa S. Knowles, *Industrial Management*, p. 11.
6. Personal interview with Edward S. Parsons, May 22, 1980.
7. Memorandum from Asa S. Knowles to the Northeastern Community, Re: Modification of Titles of Business and Finance Offices, June 27, 1974.
8. Statistics obtained from Nelson Hill, Budget Director-Finance.
9. Bylaws of Northeastern University, May 13, 1966, Office of the Trustees, p. 5.
10. Memorandum from Asa S. Knowles to Faculty and Staff, Re: New Appointments, May 3, 1974.
11. *Annual Report of the President, Northeastern University*, 1970, p. 11.
12. Statistics obtained from Office of Personnel.
13. Statistics obtained from Office of Registrar and Office of Personnel.

CHAPTER XXI

1. For the first public statement of the goals of the Diamond Anniversary Development Program see "People Call It the Miracle of Huntington Avenue . . . But the True Miracle Is the Story Behind Northeastern," Diamond Anniversary Development Program brochure, 1961, Office of Development.
2. The eleven academic buildings referred to become Botolph, Richards, Science Hall, Student Center, Library, Cabot Physical Education Center and Cage, Hayden, the Graduate Center, Greenleaf, Forsyth, and Parker. Residences were 81-83 St. Stephens, 402 Marlborough, 428 Marlborough, and 360 Marlborough. In 1958 Northeastern also purchased three contiguous dormitories on Hemenway Street, formerly owned by the New England Conservatory of Music. The 1958-59 acreage and plant value are from "Testimonial Dinner to Honor Asa Smallidge Knowles, June 18, 1975," Office of Development, p. 9.

3. Minutes of the Board of Trustees, April 13, 1934; October 24, 1934, Office of the Trustees.
4. The dates given here are the dates of initial occupancy, "Summary of Existing Buildings, Boston Campus," Minutes of the Board of Trustees, September 23, 1969, Office of the Trustees; for 1958 acreage see *Annual Report of the President, Northeastern University*, 1958-59, p. 17.
5. *Annual Report of the President, Northeastern University*, 1959-60, p. 20.
6. "People Call It the Miracle of Huntington Avenue . . ."
7. "Digest of Education Statistics" (Washington, D.C.: Office of Education, 1974).
8. *Northeastern Review*, Winter 1962, p. 3.
9. *New York Times*, April 13, 1963.
10. Asa S. Knowles, "Campus Needed Near Route 128," *Industry*, April 1963, pp. 12ff.
11. Anniversary Northeastern Development Program, First Phase Report, Diamond Anniversary Development Program, submitted by the Board of Trustees, June 1964, Office of the Trustees.
12. Asa S. Knowles, address on opening of the Second Phase, Sheraton-Plaza, Boston, February 23, 1965, Office of Development. The apparent magic of these figures is, of course, accounted for by the discrepancy between self-liquidating and capital projects.
13. Diamond Anniversary Development Program, Second Phase, Office of Development, pp. 26, 28.
14. Minutes of the Board of Trustees, April 28, 1964, Office of the Trustees, p. 7.
15. Asa S. Knowles, "A Look Ahead," *Proceedings*.
16. Communiqué from Richard E. Munshe (ed., *Undersea Technology*) to Professor Alvah Borman, Director of Cooperative Education, Northeastern, September 1963, Marine Science Institute File, Office of the Chancellor; bolstering the idea of marine study expansion was the announcement by President Johnson in May 1964 that the federal government would establish a center to do for the oceans what NASA had done for space. (*Christian Science Monitor*, May 17, 1964.)
17. *Daily Evening Item*, June 7, 1965, Lynn, Massachusetts, p. 15; communiqué from President Asa S. Knowles to the Department of Health, Education and Welfare, May 17, 1965, Marine Institute File, Office of the Chancellor.
18. Diamond Anniversary Development Program, April 28, 1975, Office of Development, p. 2.
19. Minutes of the Board of Trustees, December 11, 1970, Office of the Trustees; Early in Northeastern's plans for development, the administrator, in consultation with the University's architects, Shepley, Bullfinch and Abbott, decided that to avoid a hodgepodge of architectural types, new buildings should be kept in harmony with already existing structures. Thus, although each building differed, the basic contemporary, classical, glazed white brick design was

retained for all of the new buildings. This brick had been designed by the University's first architects, Coolidge, Shepley, Bullfinch and Abbott, in 1935 and subsequently came to be known officially as "Northeastern brick."

In the late 1950s the Commonwealth of Massachusetts determined to run an inner-belt highway north/south from Route 95 in Cambridge around the Fenway to Columbus Avenue in Boston. Although the proposed highway would take six acres of Northeastern's land, the administration supported the project on grounds that it would provide easier access to the campus and hence modified its development plans in relation to the anticipated highway. By 1969, however, it was clear that disruption to inner-city neighborhoods could not be justified, and Northeastern joined with other Fenway institutions to petition Governor Sargent to drop the project; it was subsequently canceled in 1970.

CHAPTER XXII

1. "Testimonial Dinner to Honor Asa S. Knowles, June 18, 1975," Office of the Chancellor, p. 9.
2. Memorandum from the Chairman of the Board of Trustees to Members of the Northeastern Community, Re: Planning for Presidential Selection, March 12, 1973, Office of the Trustees.
3. Memorandum from Chairman of the Board of Trustees to Members of the Northeastern Community, Re: Planning for Presidential Succession, January 21, 1974, Office of the Trustees.
4. Minutes of the Board of Trustees, May 13, 1975, Office of the Trustees, p. 3.
5. "Desirable Qualifications for a Presidential Candidate," July 2, 1974, Office of the Trustees.
6. Minutes of the Board of Trustees, May 13, 1975, Office of the Trustees, p. 2.
7. The following references are from the Inaugural Address of Kenneth Gilmore Ryder, delivered October 28, 1975, Office of the President.
8. *Northeastern News*, October 30, 1975, p. 3.
9. *The Northeastern Edition*, December 11, 1980, p. 9.

APPENDICES

APPENDIX A

Northeastern University Chronology 1958–July 1975*

- 1958 Student Center Building named Carl Stephens Ell Student Center. Named in honor of Carl Stephens Ell, second President of the University. Contains administrative offices, facilities for student recreation and extracurricular activities, and Alumni Auditorium. Graduate School established.
Asa Smallidge Knowles is named President-Elect, October 1.
- 1959 Graduate Center occupied and dedicated.
Library Building named Robert Gray Dodge Library. Named in honor of Northeastern's first instructor in law and first Chairman of the Northeastern University Corporation and Board of Trustees. The Robert Gray Dodge Library is an official depository for Federal government publications and documents.
Asa Smallidge Knowles inaugurated as third President, September 8.
- 1960 Celebration of the 50th year of the College of Engineering and of Cooperative Education at Northeastern, April 21.
Merger of the College of Business Administration with the former Evening School of Business.
Establishment of University College.
Establishment of the Center for Adult and Continuing Education.
Acquisition of Boston Storage Warehouse property on Huntington Avenue. Building demolished to make room for expanded faculty-staff parking facilities.
Inaugurated Medical Technology program, in cooperation with New England Deaconess and New England Baptist hospitals.
- 1961 Purchase of additional land contiguous to the Huntington Avenue campus: Boston Storage Warehouse property, 1.0 acre; United Realty property, 7.3 acres; Boston and Providence Railroad property, 12.3 acres; plus several smaller parcels of land.
Acquisition of the Roosevelt Apartment building, later to become the West Dormitory for Men.
Acquisition of Henderson House, new Center for Continuing Education in Weston. This beautiful 36-room building was the generous gift of the late Ernest Henderson, a member of the Corporation and Board of Trustees.
Faculty Senate established.
Inauguration of the Diamond Anniversary Development Program. The originally announced total goal of the campaign was \$40 million, but was later revised to \$65.5 million.
- 1962 College of Pharmacy established. This new Basic College was the result of an agreement between Northeastern and the New England College of Pharmacy, which ceased to operate as an independent institution. Now called College of Pharmacy and Allied Health Professions.

*Information for the years 1958 through 1973 from brochure "Northeastern University Diamond Anniversary," October 3, 1973.

College of Business Administration admitted to membership in the American Association of Collegiate Schools of Business.

- 1963 Robert Gray Dodge Library officially designated as a depository of Federal government publications and documents.
- Graduate School of Actuarial Science established.
- Acquisition of Forsyth Annex, former J. P. O'Connell building on Forsyth Street, for administrative use.
- Dedication of the Sarkis and Vosgitel Mugar Life Sciences Building. Named in memory of Sarkis and Vosgitel Mugar, parents of Stephen P. Mugar, a member of the Corporation and Board of Trustees. Contains the College of Pharmacy and Allied Health Professions, Departments of Psychology, Biology, and Chemical Engineering, and laboratories and classrooms.
- Began affiliation with Forsyth Dental School by providing housing for their students and by later conferring their degrees.
- 1964 Establishment of chapter of Phi Kappa Phi honor society.
- Dedication of new Suburban Campus in Burlington, which offers courses for freshmen and adults and state-of-the-art programs for men and women employed in the Route 128 area. The University received this property, a former Nike site, from the Federal government.
- Dedication of Frank Palmer Speare Hall, new dormitory for women. This facility was named in honor and memory of the University's first President.
- Boston-Bouvé College established, made possible by the merger of the former Bouvé-Boston School with Northeastern.
- College of Nursing established, in cooperation with Massachusetts General Hospital, Beth Israel Hospital, Peter Bent Brigham Hospital, Children's Hospital, and New England Deaconess Hospital.
- 1965 Graduate School of Professional Accounting established.
- Center for Cooperative Education established on the Boston campus.
- Dedication of the Carl Stephens Ell Student Center addition. Entire facility was named in honor of Carl Stephens Ell, second President of the University.
- Acquired lease, with option to buy, to dormitories at 115 and 119 Hemenway Street.
- 1966 Dedication of Mary Gass Robinson Hall. Named by Dwight P. Robinson, Jr., a member of the Corporation and Board of Trustees, in honor of his wife. Contains College of Nursing, Department of Physical Therapy, radio and TV facilities, and classrooms and laboratories.
- Dedication of Charles and Annie S. Stetson Hall West, new women's dormitory. Named in memory of Charles Stetson, a former member of the Corporation and Board of Trustees, and his mother, Annie S. Stetson.
- Graduate Center Building renamed Everett Avery Churchill Hall, in memory of Everett Avery Churchill, former Vice President and Secretary of the University.
- The following student residences on the Huntington Avenue campus were also named:
- Galen David Light Hall (St. Stephen Street dormitory for women), in memory of the first Secretary and Treasurer of the University.
 - William Lincoln Smith Hall (Hemenway Street dormitory for women), in memory

of Northeastern's first professor.

William Crombie White Hall (West Dormitory for Men), in honor of the former Executive Vice President of the University.

Harold Wesley Melvin Hall (90 The Fenway men's residence), in honor of the University's first Dean of Students.

Acquisition of property at 102–104 The Fenway from the Roman Catholic Archdiocese of Boston. These facilities are now used to house a major portion of the College of Education.

Acquisition of a twenty-acre former Nike site in Nahant from the federal government to allow the University to begin development of a marine science research institute.

Acquired lease, with option to buy, to dormitory space in buildings between 106 and 122 St. Stephen Street.

- 1967 Dedication of the Henry E. and Edith B. Warren Center for Physical Education in Ashland. This 200-acre site, containing a large lodge and six woodland cottages, was the gift of Mrs. Edith B. Warren, widow of Henry E. Warren, inventor of the Telechron Clock. The Center provides the opportunity for students to gain practical experience in camp leadership and outdoor education.

Dedication of the Charles A. Dana Research Center. Named in recognition of the support of Charles A. Dana, a distinguished philanthropist and benefactor of the University. The National Science Foundation made a generous grant to the University toward construction of this Center. Contains research laboratories and offices for the Departments of Physics and Electrical Engineering.

Opening of Stetson Hall East, a new dormitory extension for women.

Acquisition of 75 additional acres of land adjacent to the Suburban Campus in Burlington for Botany research.

College of Criminal Justice established.

Northeastern becomes the largest private university in the nation in terms of total enrollment.

- 1968 Dedication of Charles and Estelle Dockser Hall, the first building at the University to be named in honor of an alumnus. Mr. Dockser was a member of the Class of 1930 and of the University Corporation. Contains Boston-Bouvé College, laboratories, classrooms, and extensive facilities for physical education and recreation education.

Opening of the Vincenzo, Nicola, and Frederick Barletta Natatorium, an addition to the Godfrey Lowell Cabot Physical Education Center. Named in memory of Vincenzo, Nicola, and Frederick Barletta. Nicola was a member of the Class of 1936. Contains a 105-foot swimming pool for instruction and intercollegiate competition, a practice tank for the rowing team, and other physical education facilities.

Reopening of the School of Law.

- 1969 Dedication of Edward L. Hurtig Hall, named by Carl R. Hurtig, '48, a member of the University Corporation, in memory of his brother. Devoted entirely to facilities of the Department of Chemistry.

Dedication of the David F. and Edna Edwards Marine Science Laboratory in Nahant. Named in memory of David F. Edwards, a member of the Corporation and Board of Trustees, and his wife, Edna.

- 1970 Opening of the newly renovated Afro-American Center on Leon Street. The University,

which now provides scholarships annually to 200 minority students, recently announced the establishment of a new Afro-American Studies program at the Boston campus.

Dedication of Ethel G. and Reuben B. Gryzmish Hall, named in honor of Reuben B. Gryzmish, a distinguished law alumnus of the Class of 1912, and his wife Ethel.

- 1972 Dedication of John A. Volpe Hall, named in honor of John A. Volpe, a distinguished former Governor of the Commonwealth of Massachusetts. Contains College of Criminal Justice, classrooms for Criminal Justice and for general University use.

(By vote of the Board of Trustees, Gryzmish Hall and Volpe Hall have been designated as the Asa S. Knowles Center for Law and Criminal Justice.)

Dedication of Byron K. Elliott Hall, named in honor of Byron K. Elliott, second Chairman of the Northeastern University Corporation and Board of Trustees.

Establishment of the office of the National Commission for Cooperative Education on the Boston campus.

- 1973 Acquisition of property at 96 The Fenway for use as a Faculty Center. Formerly known as the Student House, this building also provides dormitory accommodations on the upper three floors.

By a vote of the Board of Trustees, headquarters are established on the Boston campus for the Institute for Off-Campus Experience and Cooperative Education. The Institute will operate as an entity entirely separate from the University.

Seventy-fifth anniversary convocation, October 3.

- 1974 Dedication of Norman and Helen Cahners Hall.

Official conclusion of the Diamond Anniversary Development Program \$67.8 million. American Assembly of College Schools of Business accredits graduate programs in Business Administration and Professional Accounting.

Ford Hall Forum, oldest continuously operating public lecture series in the United States, locates in Northeastern.

- 1975 Election of Asa Knowles to Office of Chancellor of the University.

Approval of Master of Science Program in Forensic Chemistry.

Designation of Endowed Chair on Cooperative Education as "Asa Smallidge Knowles Professorship of Cooperative Education."

Designation of Health Service Center as "Dr. George Martin Lane Health Service Center" in honor of his devoted years of health service to Northeastern.

Kenneth G. Ryder assumes office as the fourth president of Northeastern University July 1, 1975; inauguration October 28.

As of 1975 Northeastern University courses and programs had received professional accreditation from the following agencies:

American Association of Collegiate Schools of Business

American Bar Association

American Board on Counseling Services

American Boards of Examiners in Speech Pathology and Audiology

American Board of Professional Standards in Vocational Counseling

American Council on Pharmaceutical Education

American College of Radiology—Committee on Technologist Training
American Physical Therapy Association
Association of American Law Schools
Board of Certified Laboratory Assistants of the American Society of Clinical Pathologists
Board of Schools for Inhalation Therapy Technicians
Committee of Professional Training, American Chemical Society
Council on Dental Education of the American Dental Association
Council on Medical Education of the American Medical Association
Engineers Council for Professional Development
Massachusetts State Department of Education
National Council for the Accreditation of Teacher Education
National League for Nursing
New England Association of Schools and Colleges

APPENDIX B

Members of the Corporation and Board of Trustees, 1959–1975

- Abrams, Julius, President, Poley-Abrams Corporation. Alumni Term. Member of the Corporation, 1960–64; Member of the Corporation, 1964– .
- Adams, Charles Francis, Jr., Chairman of the Board, Raytheon Company. Member of the Corporation, 1953– .
- Alden, Vernon R., Chairman of the Board, The Boston Company, Inc. Member of the Corporation, 1969– .
- Alexander, William T., President (retired), Webb Institute of Naval Architecture. Member of the Corporation, 1968– .
- Anderson, O. Kelley, Chairman of the Executive Committee, Real Estate Investment Trust of America. Member of the Corporation, 1945– .
- *Auger, Miss Diana J., Partner, Kane, Dalsimer, Kane, Sullivan and Kurucz. Member of the Corporation, 1971– ; Board of Trustees, 1972– ; Committee on Academic Affairs, 1972– ; Committee on Student Affairs, 1973– .
- *Avila, Charles F., President, Boston Edison Company. Member of the Corporation, 1960–72; Board of Trustees, 1963–72; Committee on Development, 1963–68; Committee on Academic Affairs, 1968–72; Executive Committee, 1971–72.
- Ayer, Frederick, Trustee and Director. Member of the Corporation, 1946–69. (Deceased)
- *Barnes, George Louis, formerly Vice President and Director, Heywood-Wakefield Co. Member of the Corporation, 1936–65; Board of Trustees, 1936–65; Executive Committee, 1936–56; Committee on Facilities, 1956–65. (Deceased)
- Barry, Allen G., Director, New England Telephone and Telegraph Company. Member of the Corporation, 1966– .
- *Bateson, Lincoln Carr, Vice President-Business, Northeastern University. Secretary of the Corporation and the Board of Trustees, 1953–73; Member of the Corporation, 1959– ; Board of Trustees, 1959– ; Committee on Funds and Investments, 1959–75.
- Beal, Thomas Prince, Chairman, Directors Advisory Board, State Street Bank and Trust Company. Member of the Corporation, 1936– .
- *Beaton, Roy H., Vice President & General Manager, Electronic Systems Division, General Electric Company. Member of the Corporation, 1970– ; Board of Trustees, 1971– ; Committee on Student Affairs, 1971– ; Committee on Facilities and Development, 1971– .
- *Bemis, Farwell Gregg, Chairman (retired), Bemis Company, Inc. Member of the Corporation, 1936– ; Board of Trustees, 1939– ; Executive Committee, 1943–51; Committee on Development, 1951–71; Committee on Facilities and Development, 1971– .
- Bendeckey, Miss Beverly Ann, Senior Research Assistant, Legislative Service Bureau. Member of the Corporation, 1972– .
- Bigelow, Edward Livingston, Chairman of the Board, State Street Bank & Trust Company. Member of the Corporation, 1959– .
- *Member of the Board of Trustees

Black, Robert D., Honorary Chairman of the Board and Chairman of the Executive Committee, The Black and Decker Manufacturing Company. Alumni Term Member of the Corporation, 1963–66; Member of the Corporation, 1966–.

*Black, S. Bruce, Chairman of the Board, Liberty Mutual Insurance Companies. Member of the Corporation, 1942–68; Board of Trustees, 1956–68; Committee on Facilities, 1956–58; Executive Committee, 1958–68, Chairman, 1960–62. (Deceased)

Blackwell, Lawrence Franklin, Vice President and Director, Pneumatic Scale Corporation, Ltd. Alumni Term Member of the Corporation, 1959–63.

Blakeley, Gerald W., President, Cabot, Cabot & Forbes Company. Member of the Corporation, 1966–.

Blanchard, Raymond H., President (retired), B. F. Goodrich-Hood Rubber Company; Chairman of the Board of Directors, First National Bank of Malden. Member of the Corporation, 1956–.

Bradley, Samuel Whitney, Senior Vice President, Eaton & Howard, Incorporated. Alumni Term Member of the Corporation, 1960–64; Member of the Corporation, 1964–.

Brask, Henry, President, Brask Engineering Company. Alumni Term Member of the Corporation, 1957–61.

Bristol, Rexford A., Chairman of the Executive Committee, the Foxboro Company. Member of the Corporation, 1964–.

Brooke, Edward W., former United States Senator from Massachusetts. Member of the Corporation, 1969–.

*Brown, George Russell, former Chairman of the Board, United Shoe Machinery Corporation. Member of the Corporation, 1949–; Board of Trustees, 1952–; Committee on Facilities, 1952–54; Committee on Student Affairs, 1968–; Executive Committee, 1954–, Chairman, 1955–57.

Brown, Martin, President, J. & M. Brown Company, Inc. Alumni Term Member of the Corporation, 1959–64; Member of the Corporation, 1964–.

Brown, William L., President, The First National Bank of Boston. Member of the Corporation, 1971–.

Bruce, William H., Jr., President, Parsons, Brinckerhoff, Quade and Douglas. Member of the Corporation, 1973–.

Burke, George Leo, Consulting Engineer. Alumni Term Member of the Corporation, 1959–63.

Burnham, George A., formerly Consulting Engineer, Allis-Chalmers Manufacturing Company. Member of the Corporation, 1941–61. (Deceased)

*Burns, John L., President, John L. Burns and Company. Member of the Corporation, 1957–; Board of Trustees, 1960–69; Committee on Development, 1960–69.

Burstein, Hyman H., President, M. Burstein & Company, Inc. Member of the Corporation, 1972–.

Burt, Ashley D., Assistant Treasurer, Waldorf System, Inc. Term Member of the Corporation, 1957–59.

*Member of the Board of Trustees

- Bynoe, Victor C., State Director of Selective Service, Commonwealth of Massachusetts. Member of the Corporation, 1969- .
- *Cabot, Godfrey Lowell, formerly Honorary Chairman of the Board, Cabot Corporation. Member of the Corporation, 1941-62; Board of Trustees, 1942-62; Committee on Development, 1943-62. (Deceased)
- *Cabot, Louis Wellington, Chairman of the Board, Cabot Corporation. Member of the Corporation, 1953- ; Board of Trustees, 1954- ; Committee on Facilities, 1955-56, 1968-71; Committee on Facilities and Development, 1971- ; Executive Committee, 1956-71; Vice Chairman of the Corporation and Board of Trustees, 1962-65.
- *Cahners, Norman L., Chairman of the Board, Cahners Publishing Company, Inc. Member of the Corporation, 1961- ; Board of Trustees, 1962- ; Committee on Development, 1962-63; Committee on Facilities, 1968-71; Committee on Facilities and Development, 1971-73; Committee on Academic Affairs, 1973- ; Executive Committee, 1963- ; Vice Chairman of the Corporation and Board of Trustees, 1971- .
- Call, Charles W., Jr., President, Springbrook Associates, Inc. Member of the Corporation, 1969- .
- Callahan, Henry F., Senior Vice President (retired), GTE Sylvania. Alumni Term Member of the Corporation, 1961-65; Member of the Corporation, 1965- .
- Camarota, Mrs. Anthony S. (Dorothy Dodge), Speech Pathologist, Hudson Public Schools. Member of the Corporation, 1973- .
- Canham, Erwin D., Editor Emeritus, The Christian Science Monitor. Member of the Corporation, 1965- .
- *Carey, Charles C., formerly President, General Radio Company. Member of the Corporation, 1958-63; Board of Trustees, 1960-63; Committee on Facilities, 1960-62; Committee on Development, 1962-63. (Deceased)
- Caverly, Gardner Arthur, Executive Vice President, The New England Council. Alumni Term Member of the Corporation, 1957-61.
- *Chapman, Richard P., Chairman (retired), New England Merchants National Bank. Member of the Corporation, 1956- ; Board of Trustees, 1966- ; Committee on Development, 1966-68; Committee on Academic Affairs, 1968-69, 1973- , Chairman, 1968-69; Executive Committee, 1968- , Chairman, 1969- .
- Chase, Theodore, Partner, Palmer, Dodge, Gardner & Bradford. Member of the Corporation, 1956- .
- Chick, Robert F., President, John H. Pray and Sons Company. Member of the Corporation, 1965- .
- *Chick, William Converse, formerly Chairman of the Board, John H. Pray and Sons Company. Member of the Corporation, 1936-65; Board of Trustees, 1936-65; Committee on Funds and Investments, 1936-41; Executive Committee, 1941-65. (Deceased)
- Chigas, Vessarios G., Vice Chairman of the Board, Microwave Associates, Inc. Alumni Term Member of the Corporation, 1965-66; Member of the Corporation, 1966- .
- Christiansen, Carl W., Partner, Christiansen & Company—Certified Public Accountants. Alumni Term Member of the Corporation, 1962-66. Member of the Corporation, 1966- .
- *Member of the Board of Trustees

- *Cogan, David H., Chairman of the Board, VLN Corporation. Member of the Corporation, 1970- ; Board of Trustees, 1972- ; Committee on Facilities and Development, 1972- ; Committee on Student Affairs, 1973- .
- Collier, Abram T., President, New England Mutual Life Insurance Company. Member of the Corporation, 1968- .
- Connolly, T. Paul, Vice President and General Manager, Thermo-Fax Sales, Inc. Term Member of the Corporation, 1960-61.
- Cookingham, Howard C., formerly Vice President, D. H. Litter Company, Inc. Term Member of the Corporation, 1949-51; Alumni Term Member of the Corporation, 1958-62. (Deceased)
- Coolidge, William Appleton, Member of the Corporation, 1960- .
- Creiger, Edward, Chairman of the Board, Foster Grant Company. Member of the Corporation, 1971- .
- Creighton, Albert Morton, formerly Trustee and Director. Member of the Corporation, 1936-66. (Deceased)
- *Crockett, Elton Guild, formerly President, Crockett Mortgage Company. Alumni Term Member of the Corporation, 1954-58; Member of the Corporation, 1959-63; Board of Trustees, 1960-63; Committee on Development, 1960-63. (Deceased)
- Crossan, H. James, Jr., Vice President & Director, Director of Investment Research, Loomis Sayles & Company, Inc. Member of the Corporation, 1972- .
- Cutler, Robert, Trustee. Member of the Corporation, 1946- .
- *Dalton, Marshall Bertrand, Honorary Chairman of the Board, Arkwright-Boston Manufacturers Mutual Insurance Company. Member of the Corporation 1945- ; Board of Trustees, 1947-54; Committee on Funds and Investments, 1947-54.
- Damon, Roger Conant, former Chairman, First National Bank Corporation and The First National Bank of Boston. Member of the Corporation, 1960- .
- *Dana, Edward, Transit Consultant; formerly General Manager, Metropolitan Transit Authority. Member of the Corporation, 1942- ; Board of Trustees, 1945- ; Committee on Development, 1945-60. Chairman, 1946-60; Executive Committee, 1946-60; Committee on Facilities, 1961-68; Committee on Student Affairs, 1968- .
- Dane, Edward, President, Brookline Trust Company. Member of the Corporation, 1942-69.
- Davis, Nathaniel Vining, President, Aluminum, Ltd. Member of the Corporation, 1957-61.
- Dignan, Thomas G., formerly President and General Manager, Boston Edison Company. Member of the Corporation, 1945-60. (Deceased)
- DiPietro, William O., Senior Engineering Consultant, GCA/Vacuum Industries. Alumni Term Member of the Corporation, 1965-66; Member of the Corporation, 1966- .
- di Scipio, Alfred, President, Magnavox Consumer Electronics Company. Director and Senior Vice President, The Magnavox Company. Alumni Term Member of the Corporation, 1963-66; Member of the Corporation, 1966- .
- Dockser, Charles E., formerly President and Chairman of the Board, Garden City Trust
- *Member of the Board of Trustees

- Company. Alumni Term Member of the Corporation, 1962-66; Member of the Corporation, 1966-69. (Deceased)
- Dockser, Estelle (Mrs.), Member of the Corporation, 1969- .
- *Dodge, Robert Gray, formerly Attorney at Law, Palmer, Dodge, Gardner & Bradford. Member of the Corporation, 1936-64; Board of Trustees, 1936-64; Chairman of the Corporation and the Board of Trustees, 1936-59; Executive Committee, 1959-64; Honorary Chairman of the Corporation and the Board of Trustees, 1959-64. (Deceased)
- *Driver, William R., Jr., Partner, Brown Brothers Harriman & Company. Member of the Corporation, 1964- ; Board of Trustees, 1964- ; Executive Committee, 1965- ; Committee on Academic Affairs, 1971- ; Committee on Facilities, 1968-71; Vice Chairman of the Corporation and Board of Trustees, 1971- .
- *Edwards, David Frank, formerly Honorary Chairman of the Board, Saco-Lowell Shops. Member of the Corporation, 1943-64; Board of Trustees, 1944-64; Committee on Development, 1945-54, 1960-64, Chairman, 1960-63; Executive Committee, 1954-64, Chairman, 1957-60. (Deceased)
- *Ell, Carl Stephens, President Emeritus and Honorary Chancellor, Northeastern University. Member of the Corporation, 1936- ; Board of Trustees, 1940- ; Executive Committee, 1959- .
- *Elliott, Byron Kauffman, President and Chairman (retired), John Hancock Mutual Life Insurance Company. Member of the Corporation, 1954- ; Board of Trustees, 1955- ; Committee on Facilities, 1955-56; Treasurer of the Corporation and the Board of Trustees, 1956-59; Executive Committee, 1956-59, 1971- ; Committee on Funds and Investments, 1956-59, 1971- , Chairman, 1956-59; Chairman of the Corporation and the Board of Trustees, 1959-71; Honorary Chairman of the Corporation and the Board of Trustees, 1971- .
- *Ellison, William Partridge, President, Proctor Ellison Company. Member of the Corporation, 1941- ; Board of Trustees, 1944- ; Committee on Development, 1945-62; Committee on Facilities, 1962-68; Committee on Student Affairs, 1968- .
- *Emerson, Robert Greenough, Trustee; formerly Senior Vice President, The First National Bank of Boston. Member of the Corporation, 1944-71; Board of Trustees, 1946-64; Executive Committee, 1946-64; Treasurer of the Corporation and the Board of Trustees, 1946-56; Committee on Funds and Investments, 1952-56, Chairman, 1953-56; Committee on Facilities, 1956-58.
- Erickson, Joseph Austin, Trustee and Corporate Director. Member of the Corporation, 1953- .
- *Erickson, Robert, Executive Vice President (retired), Beckman Instruments, Inc. Alumni Term Member of the Corporation, 1957-61; Member of the Corporation, 1961- ; Board of Trustees, 1960-70; Committee on Development, 1960-70.
- *Farwell, Frank L., Chairman of the Board and Chief Executive Officer, Liberty Mutual Insurance Companies. Member of the Corporation, 1956- ; Board of Trustees, 1958- ; Committee on Funds and Investments, 1958- ; Executive Committee, 1971- ; Vice Chairman of the Corporation and Board of Trustees, 1971- .
- Fetchero, James V., Vice President-Finance, Arkwright-Boston Insurance. Member of the Corporation, 1972- ; Committee on Funds and Investments, 1973- .
- *Member of the Board of Trustees

Field, Eldred L., Partner, Field & Drury, Counsellors at Law. Member of the Corporation, 1973- .

Ford, Joseph Fabian, President, Ford Manufacturing, Inc. Member of the Corporation, 1945- .

Foss, Noble, formerly President, Maverick Mills. Member of the Corporation, 1949-69. (Deceased)

Galligan, Thomas J., Jr., President, Boston Edison Company. Member of the Corporation, 1972- .

Garth, William Willis, Jr., President, Compugraphic Corporation. Member of the Corporation, 1955- .

Gavin, James M., Chairman of the Board, Arthur D. Little, Inc. Member of the Corporation, 1962- .

Glidden, Lloyd S., Vice President and Treasurer, Liberty Mutual Insurance Companies. Member of the Corporation, 1972- ; Committee on Funds & Investments, 1973- .

Gordon, Elliott M., Chairman & Chief Executive Officer, Towle Manufacturing Company. Member of the Corporation, 1962- .

Grandin, John Livingston, Jr., former Secretary, The Gillette Company. Member of the Corporation, 1948- .

Greer, Don S., Chairman of the Board, J.W. Greer, Inc. Member of the Corporation, 1962- .

*Griswold, Merrill, formerly Honorary Chairman of the Advisory Board, Massachusetts Investors Trust. Member of the Corporation, 1936-62; Board of Trustees, 1945-62; Committee on Development, 1945-62. (Deceased)

Gross, Boone, President, The Gillette Company. Member of the Corporation, 1956-66.

*Groves, Samuel A., President, United-Carr Fastener Corporation, Member of the Corporation, 1963-71; Board of Trustees, 1963-71; Committee on Development, 1963-65; Executive Committee, 1965-71; Committee on Academic Affairs, 1968-71.

*Guy, Donald B., President, Bellows-Valvair, Ltd., Subsidiary of International Basic Economy Corporation. Alumni Term Member of the Corporation, 1962-66; Member of the Corporation, 1966- ; Board of Trustees, 1968- ; Committee on Academic Affairs, 1968- . Chairman, 1969- ; Executive Committee, 1969- .

Hagemann, H. Frederick, Jr., Director & Member of the Executive Committee, State Street Bank and Trust Company. Member of the Corporation, 1948- .

Hale, Allan M., Chief Justice, Appeals Court. Member of the Corporation, 1972- .

*Hansen, George, formerly President, Conrad & Chandler, Inc. Member of the Corporation, 1944-72; Board of Trustees, 1948-52, 1954-72; Committee on Development, 1948-52, 1955-62; Committee on Facilities, 1962-71; Committee on Facilities and Development, 1971-72. (Deceased)

Hansen, John William, Secretary-Treasurer, Iselin-Jefferson Company, Inc. Alumni Term Member of the Corporation, 1958-62.

Haufler, Robert C., Division Engineer, Liberty Mutual Insurance Company. Term Member of the Corporation, 1955-60.

*Member of the Board of Trustees

Hellman, William, Executive Vice President, Phillips-Van Heusen Corporation. Member of the Corporation, 1962- .

*Henderson, Ernest, formerly President, Sheraton Corporation of America. Member of the Corporation, 1956-67; Board of Trustees, 1957-67; Committee on Facilities, 1957-60; Executive Committee, 1960-67. (Deceased)

*Henderson, Ernest, III, President, Henderson Houses of America, Inc. Member of the Corporation, 1967- ; Board of Trustees, 1967- ; Committee on Development, 1967-71; Committee on Facilities and Development, 1971- ; Committee on Academic Affairs, 1975- .

Henneberry, Walter F., Attorney, Hale, Sanderson, Byrnes & Morton. Member of the Corporation, 1965- .

Herbert, James S., Executive Vice President, Western Electric Company, Inc. Member of the Corporation, 1973- .

Herter, Christian Archibald, formerly Governor, Commonwealth of Massachusetts and formerly Secretary of State, United States of America. Member of the Corporation, 1948-66. (Deceased)

Herterick, Vincent R., formerly President, Carr Fastener, Co., Division of United-Carr Fastener Corporation. Member of the Corporation, 1961-71. (Deceased)

Higgins, Chester William, Assistant Vice President and Personnel Director, American Mutual Liability Insurance Company. Term Member of the Corporation, 1959-60.

Hill, Richard D., Chairman and Chief Executive Officer, The First National Bank of Boston. Member of the Corporation, 1969- .

Hodges, Charles Edward, Honorary Chairman, American Mutual Liability Insurance Company. Member of the Corporation, 1948- .

*Hodgkinson, Harold Daniel, Chairman of the Executive Committee, Wm. Filene's Sons Company. Member of the Corporation, 1945- ; Board of Trustees, 1964- ; Committee on Facilities, 1964-68; Committee on Academic Affairs, 1968- .

Holmes, Robert W., President, Holmes & Associates. Member of the Corporation, 1968- .

Hood, Harvey Perley, Director, H. P. Hood, Inc. Member of the Corporation, 1944- .

Houlahan, James J., President (retired), William Esty Company, Inc. Alumni Term Member of the Corporation, 1963-65.

*Hovey, Chandler, formerly Partner, Kidder, Peabody & Company. Member of the Corporation, 1936-71; Board of Trustees, 1936-71; Executive Committee, 1936-38; Committee on Development, 1936-37, 1938-40; Committee on Facilities, 1943-71. (Deceased)

Howe, Hartwell G., Jr., President-Treasurer, RITA Personnel Services of Worcester County, Inc. Member of the Corporation, 1963- .

Howe, John S., President, The Provident Institution for Savings in the Town of Boston. Member of the Corporation, 1962- .

*Hubbard, Howard Munson, Industrialist; formerly President, Greenfield Tap and Die Company. Member of the Corporation, 1936- ; Board of Trustees, 1941-44.

*Member of the Board of Trustees

- Hubley, Nathan C., Jr., President, Carter's Ink Company. Member of the Corporation, 1963-65.
- Hurtig, Carl R., Executive Vice President & Director, Damon Corporation. Member of the Corporation, 1968- .
- *Jacobson, Eli, Chairman of the Board, National Beef Packing Company. Member of the Corporation, 1967- ; Board of Trustees, 1973- ; Committee on Student Affairs, 1973- ; Committee on Facilities and Development, 1973- .
- *Johns, Ray E., General Secretary, Boston Young Men's Christian Association. Member of the Corporation, 1946-71; Board of Trustees, 1946-71; Committee on Development, 1948-62; Committee on Facilities, 1962-66.
- Johnson, Charles Berkley, General Agent, John Hancock Mutual Life Insurance Company. Member of the Corporation, 1943-61.
- Johnson, Howard B., President, Howard D. Johnson Company. Member of the Corporation, 1966-69.
- *Johnson, Robert Loring, President and Chief Executive Officer, Arkwright-Boston Insurance. Member of the Corporation, 1953- ; Board of Trustees, 1953- ; Committee on Funds and Investments, 1953- .
- *Jones, Henry Campbell, Honorary Chairman, Arkwright-Boston Manufacturers Mutual Insurance Company. Term Member of the Corporation, 1937-39; Member of the Corporation, 1952- ; Board of Trustees, 1965- ; Committee on Development, 1965-68; Committee on Student Affairs, 1968- ; Committee on Academic Affairs, 1973- .
- Kariotis, George S., Chairman and President, Alpha Industries, Inc. Member of the Corporation, 1969- .
- Kenerson, Mrs. John B. (Frances Comins), Member of the Corporation, 1968- ; Board of Trustees, 1971- ; Committee on Student Affairs, 1971- .
- *Kenna, E. Douglas, Jr., President, National Association of Manufacturers. Member of the Corporation, 1964- ; Board of Trustees, 1965-71; Committee on Facilities, 1965-71.
- Kennedy, Edward M., United States Senator from Massachusetts. Member of the Corporation, 1965- .
- *Kerr, Harry Hamilton, formerly President, Boston Gear Works. Member of the Corporation, 1942-63; Board of Trustees, 1945-63; Committee on Development, 1945-63. (Deceased)
- Keyes, Fenton G., Senior Partner and General Manager, F.G. Keyes Associates. Alumni Term Member of the Corporation, 1964-66; Member of the Corporation, 1966- .
- Kimbell, Arthur W., Honorary Chairman of the Board, United-Carr Fastener Corporation. Member of the Corporation, 1955-61.
- King, Calvin A., President, Bird Machine Company, Inc. Alumni Term Member of the Corporation, 1964-66; Member of the Corporation, 1966- .
- *Knowles, Asa Smallidge, President, Northeastern University. Member of the Corporation, 1959- ; Board of Trustees, 1959- ; and member of all committees.
- Lavoie, Steven D., President, Lavoie Laboratories, Incorporated. Alumni Term Member of the Corporation, 1962-66; Member of the Corporation, 1966-71.
- *Member of the Board of Trustees

- Lawler, Joseph C., President and Chairman of the Board, Camp Dresser & McKee, Inc. Alumni Term Member of the Corporation, 1964-66; Member of the Corporation, 1966- .
- *Loftman, Kenneth A., Marketing Manager, CAB-O-SIL Division, Cabot Corporation. Member of the Corporation, 1969- ; Board of Trustees, 1971- ; Committee on Student Affairs, 1971- ; Committee on Academic Affairs, 1973- .
- Lonnberg, Alfred E., formerly Consultant. Alumni Term Member of the Corporation, 1961-65; Member of the Corporation, 1965-72. (Deceased)
- Loring, Edward A., President, CEW, Inc. Member of the Corporation, 1963- .
- *Lowell, John, Partner, Welch & Forbes. Member of the Corporation, 1958- ; Board of Trustees, 1960- ; Committee on Funds and Investments, 1960- .
- Lowell, Ralph, Trustee of The Lowell Institute. Member of the Corporation, 1950- .
- Lupean, Miss Diane H., Chief Physical Therapist, Mt. Auburn Hospital. Member of the Corporation, 1971- .
- Luther, Willard Blackinton, formerly Attorney at Law, Peabody, Arnold, Batchelder & Luther. Member of the Corporation, 1949-62. (Deceased)
- MacKinnon, Miss Kathryn A., Manager, Executive Development for Women, Jewel Companies, Inc. Member of the Corporation, 1973- .
- MacMaster, Edward Abbott, formerly Attorney at Law, MacMaster, Hunt & Nutter. Member of the Corporation, 1936-61. (Deceased)
- Madsen, Robert Emanuel, formerly Manager, International Accounts, Mobil International Oil Company. Alumni Term Member of the Corporation, 1960-63. (Deceased)
- Mann, Harvard L., Partner, Spark, Mann & Company. Alumni Term Member of the Corporation, 1956-60.
- *Martin, Lawrence Henry, Director, The National Shawmut Bank of Boston, Shawmut Association, Inc. Member of the Corporation, 1953- ; Board of Trustees, 1955- ; Committee on Development, 1955-59; Executive Committee, 1959-73; Committee on Funds and Investments, 1959- , Chairman, 1959-73; Treasurer of the Corporation and the Board of Trustees, 1959-73; Committee on Academic Affairs, 1973- .
- *Matz, J. Edwin, President, John Hancock Mutual Life Insurance Company. Member of the Corporation 1971- ; Board of Trustees, 1972- ; Committee on Academic Affairs, 1972- ; Committee on Facilities and Development, 1973- .
- McCoombe, Charles Mathew, New England District Manager, Allen-Bradley Company. Alumni Term Member of the Corporation, 1956-60.
- McCormick, Peter H., Senior Vice President, New England Merchants National Bank. Member of the Corporation, 1972- .
- McIntosh, Percy M., Secretary & Treasurer, United Elastic Corporation (retired). Member of the Corporation, 1963- .
- McNeill, Andrew J., President, Uniroyal Chemical. Member of the Corporation, 1966- .
- Meo, Dominic, Jr., Consultant & Director, Salem Oil & Grease Company. Alumni Term Member of the Corporation, 1955-59; Member of the Corporation, 1965- .
- *Member of the Board of Trustees

- Mercer, William C., President, New England Telephone & Telegraph Company. Member of the Corporation, 1972- .
- Messer, Mrs. Andrew H. (Melanie C. Berger), Bio-Scientist, Teacher, Author. Member of the Corporation, 1973- .
- Mitchell, Don G., Corporation Management Adviser. Member of the Corporation, 1954- .
- Mitton, Edward R., formerly Honorary Chairman and Director Emeritus, Jordan Marsh Company. Member of the Corporation, 1947-73. (Deceased)
- *Mock, Harold Adam, Partner (retired), Arthur Young & Company. Alumni Term Member of the Corporation, 1953-57; Member of the Corporation, 1959- ; Board of Trustees, 1962- ; Committee on Development, 1962-66, Chairman, 1963-66; Executive Committee, 1963- , Chairman, 1966-69; Committee on Student Affairs, 1971- ; Committee on Academic Affairs, 1973- .
- Moore, Irwin Likely, formerly Chairman of the Board, New England Electric System. Member of the Corporation, 1943-72. (Deceased)
- Morris, Frank E., President, Federal Reserve Bank of Boston. Member of the Corporation, 1969- .
- Morris, James A., Distinguished Professor of Economics, University of South Carolina. Member of the Corporation, 1968- .
- *Morton, James Augustus, Senior Vice President (retired), Loomis, Sayles & Company, Inc. Member of the Corporation, 1953-73; Board of Trustees, 1953-73; Committee on Funds and Investments, 1953-73.
- Moses, William B., Jr., Chairman, Massachusetts Financial Services, Inc. Member of the Corporation, 1966- .
- *Mugar, Stephen P., Private Investor. Member of the Corporation, 1960- ; Board of Trustees, 1965-73; Honorary Trustee, 1973- ; Committee on Facilities, 1965-68; Committee on Academic Affairs, 1968-73.
- Mumford, George S., formerly Treasurer, Scott & Williams, Inc. Member of the Corporation, 1948-67. (Deceased)
- Nichols, Arthur A., formerly President, W.H. Nichols Company. Member of the Corporation, 1966-68. (Deceased)
- Nichols, William Hart, formerly Vice President and Treasurer, W.H. Nichols Company. Member of the Corporation, 1956-66. (Deceased)
- Nichols, William H., Jr., President, W.H. Nichols Company. Member of the Corporation, 1968- .
- Noonan, John Thomas, Lawyer of Counsel, Herrick, Smith, Donald, Farley & Ketchum. Member of the Corporation, 1950- .
- O'Keefe, Bernard J., President & Chairman of the Board, EG&G, Inc. Member of the Corporation, 1967- .
- *O'Keefe, Adrian, former Chairman, First National Stores, Inc. Member of the Corporation, 1954- ; Board of Trustees, 1958-66; Committee on Facilities, 1958-66.
- *Member of the Board of Trustees

Olins, Harry, Lawyer and Trustee. Member of the Corporation, 1965- .

*Olmsted, George, Jr., President (retired), S.D. Warren Company. Member of the Corporation, 1945- ; Board of Trustees, 1948-52; Committee on Development, 1948-50; Committee on Facilities, 1950-52.

Orr, James Hunter, Chairman of the Board, Colonial Management Associates, Inc. Member of the Corporation, 1959- .

Oztemel, Ara, President & Chairman of the Board, Satra Corporation. Member of the Corporation, 1972- .

*Parker, Augustin Hamilton, Jr., Chairman of the Board (retired), Old Colony Trust Company. Member of the Corporation, 1939- ; Board of Trustees, 1939- ; Committee on Development, 1940-41, 1955-71; Committee on Facilities and Development, 1971- .

Parsons, Edward Snow, Vice President-Business (retired), Northeastern University Alumni Term Member of the Corporation, 1956-60; Member of the Corporation, 1960- .

*Peabody, Miss Amelia, Sculptress. Member of the Corporation, 1967- ; Board of Trustees, 1970- ; Committee on Academic Affairs, 1970- .

Peary, Theodore Roosevelt, Senior Vice President & Director, Ludlow Corporation. Term Member of the Corporation, 1951-53; Alumni Term Member of the Corporation, 1954-58; Member of the Corporation, 1964- .

Petrou, Nicholas V., President-Defense & Electronic Systems Center, Westinghouse Electric Corporation. Member of the Corporation, 1972- .

Phillips, Thomas L., President, Raytheon Company. Member of the Corporation, 1965- ; Board of Trustees, 1968- ; Committee on Academic Affairs, 1968- .

Phinney, Edward Dana, Vice President (retired), International Telephone and Telegraph Corporation. Member of the Corporation, 1947- .

Powell, Jerome M., President, Loyal Protective Life Insurance Company. Member of the Corporation, 1962- .

Pratt, Albert, Vice Chairman and Director, Paine, Webber, Jackson & Curtis, Incorporated. Member of the Corporation, 1958- .

Pruyn, William J., President, Boston Gas Company. Member of the Corporation, 1971- .

Putnam, George, Chairman and Chief Executive Officer, The Putnam Management Company, Inc. Member of the Corporation, 1967- .

Quaid, Miss Blanche M., Associate, Ropes and Gray. Member of the Corporation, 1971- .

*Quirico, Francis J., Associate Justice, Supreme Judicial Court of Massachusetts. Member of the Corporation, 1969- ; Board of Trustees, 1970- ; Committee on Academic Affairs, 1970- ; Committee on Student Affairs, 1973- .

*Rand, William McNear, President (retired), Monsanto Company. Member of the Corporation, 1942- ; Board of Trustees, 1951-53, 1954-68; Committee on Development, 1951-53; Committee on Facilities, 1954-58; Executive Committee, 1959-68, Chairman, 1962-66.

Raye, William H., Jr., Senior Vice President, The First National Bank of Boston. Member of the Corporation, 1955- .

*Member of the Board of Trustees

- Redmond, Kenneth H., President, United Fruit Company. Member of the Corporation, 1958-64.
- Rice, Miss Kathleen M., Consultant, College Entrance Examination Board. Member of the Corporation, 1973- .
- *Richardson, Frank Lincoln, formerly Honorary Chairman of the Board, Newton-Waltham Bank and Trust Company. Member of the Corporation, 1936-74; Board of Trustees, 1936-71, Honorary Trustee, 1971-74; Executive Committee, 1936-71, Chairman, 1954-55; Committee on Funds and Investments, 1936-41, Chairman, 1936-37; Committee on Development, 1936-46, 1968-71, Chairman, 1936-46; Vice-Chairman of the Corporation and the Board of Trustees, 1936-62; Honorary Vice-Chairman of the Corporation and the Board of Trustees, 1962-74. (Deceased)
- *Richmond, Harold Bours, Chairman of the Board, General Radio Company. Member of the Corporation, 1943-60; Board of Trustees, 1944-60; Committee on Development, 1945-55; Committee on Facilities, 1955-60.
- *Riesman, Joseph G., Trustee, Alumni Term Member of the Corporation, 1959-63; Member of the Corporation, 1963- ; Board of Trustees, 1963- ; Committee on Development, 1963-71; Committee on Facilities and Development, 1971- ; Committee on Student Affairs, 1971- ; Committee on Academic Affairs, 1973- .
- *Rittenhouse, Charles F., formerly Senior Partner, Charles F. Rittenhouse & Co. Member of the Corporation, 1944-60; Board of Trustees, 1947-60; Committee on Facilities, 1947-60. (Deceased)
- Roberson, R. Earl, President, American Mutual Insurance Companies. Member of the Corporation, 1969- .
- Roberts, Daniel J., Vice President-Business, Northeastern University. Member of the Corporation, 1974- ; Committee on Funds and Investments, 1975- .
- *Robinson, Dwight P., Jr., Consultant, Massachusetts Financial Services, Inc. (Adviser to Massachusetts Investors Trust, Massachusetts Investors Growth Stock Fund, Inc., Massachusetts Capital Development Fund, Inc., Massachusetts Income Development Fund, Inc., and Massachusetts Financial Development Fund, Inc.) Member of the Corporation, 1952- ; Board of Trustees, 1954- ; Committee on Funds and Investments, 1954-58; Committee on Facilities, 1958-65; Executive Committee, 1965- ; Vice Chairman of the Corporation and Board of Trustees, 1965-71; Honorary Vice Chairman of the Corporation and Board of Trustees, 1971- .
- Rogers, Ralph B., Chairman of the Board, Texas Industries, Inc. Member of the Corporation, 1967- .
- *Saltonstall, Leverett, former United States Senator from Massachusetts; formerly Governor of Commonwealth of Massachusetts. Member of the Corporation, 1936- ; Board of Trustees, 1937-51; Committee on Development, 1945-46, 1949-51; Committee on Facilities, 1946-49. (Deceased)
- Santis, Julius, formerly President, J.C. Santis Associates, Inc. Member of the Corporation, 1968-72. (Deceased)
- Scott, David T., Consultant. Member of the Corporation, 1963- .
- *Member of the Board of Trustees

Seager, Donald W., Vice President-Manufacturing, Printing Equipment Group, Harris-Inter-type Corporation. Member of the Corporation, 1969- .

Shaftman, Sydney, Executive Vice President, Treasurer & Director, American Motor Inns, Inc. Alumni Term Member of the Corporation, 1964-66; Member of the Corporation, 1966- .

*Shanahan, James L., Vice President-Public Affairs, Americana Hotels, Inc. Alumni Term Member of the Corporation, 1965-66; Member of the Corporation, 1966- ; Board of Trustees, 1973- ; Committee on Student Affairs, 1973- ; Committee on Facilities and Development, 1973- .

Shea, Albert Leroy, formerly Staff Production Manager, Campbell Soup Company. Alumni Term Member of the Corporation, 1955-59; Member of the Corporation, 1960-63. (Deceased)

Shumavon, S. Peter, formerly Partner, Shumavon, Buckley & Goul. Alumni Term Member of the Corporation, 1963-66; Member of the Corporation, 1966-72. (Deceased)

*Simonds, Gifford Kingsbury, Jr., President, Simonds Saw and Steel Company. Member of the Corporation, 1948-72; Board of Trustees, 1951-55; Committee on Development, 1951-55.

Sinclair, Donald B., Chairman of the Board, General Radio Company. Member of the Corporation, 1963- .

Singleton, Philip A., Chairman, Finance Committee, Compo Industries, Inc. Member of the Corporation, 1962- .

*Slater, Robert Edward, Senior Vice President, John Hancock Mutual Life Insurance Company. Member of the Corporation, 1960-71; Board of Trustees, 1965-70; Executive Committee, 1965-70; Committee on Facilities and Development, 1968-70.

*Smith, Donald W., Chairman of the Executive Committee (retired), The Singer Company. Member of the Corporation, 1968- ; Board of Trustees, 1968- ; Committee on Development, 1969-71; Committee on Facilities and Development, 1971- , Chairman, 1972- ; Executive Committee, 1971- .

*Smith, Farnham Wheeler, President, Katahdin Iron Works Corporation. Alumni Term Member of the Corporation, 1954-58; Member of the Corporation, 1959- ; Board of Trustees, 1965- ; Committee on Development, 1965-71, Chairman, 1966-71; Committee on Facilities and Development, 1971- , Chairman, 1971-72; Committee on Student Affairs, 1973- ; Vice Chairman of the Corporation and Board of Trustees, 1971- ; Executive Committee, 1966- .

Smith, William Armstrong, President, William Armstrong Smith Company; President, Reliance Chemical Companies of Kansas and of Richmond, California. Alumni Term Member of the Corporation, 1958-62.

*Snell, George A., President, Snell Construction Corporation. Member of the Corporation, 1967- ; Board of Trustees, 1970- ; Committee on Student Affairs, 1970- ; Committee on Development, 1970-71; Committee on Facilities and Development, 1971- .

Solomon, Bernard, Vice President, The Stop & Shop Companies, Inc. Member of the Corporation, 1971- .

*Member of the Board of Trustees

Spalding, John V., Associate Justice (retired), Supreme Judicial Court of Massachusetts. Member of the Corporation, 1965- .

Spang, Joseph P., Jr., Director, The Gillette Company. Member of the Corporation, 1945-69. (Deceased)

Sprague, Robert Chapman, Chairman of the Executive Committee, Sprague Electric Company. Member of the Corporation, 1953- .

Steadman, Chester Chandler, Attorney at Law, Steadman & Thomason. Alumni Term Member of the Corporation, 1957-61.

*Stearns, Russell Bangs, Chairman of the Executive Committee, Colonial Stores Incorporated. Member of the Corporation, 1957- ; Board of Trustees, 1958- ; Committee on Facilities, 1958-60; Executive Committee, 1960- ; Vice-Chairman of the Corporation and Board of Trustees, 1966-71; Honorary Vice-Chairman of the Corporation and Board of Trustees, 1971- .

Stevens, Raymond, President, Arthur D. Little, Inc. Member of the Corporation, 1958-60.

*Stevenson, Earl Place, Consultant, Arthur D. Little, Inc. Member of the Corporation, 1939- ; Board of Trustees, 1939- ; Executive Committee, 1940-43, 1945- ; Committee on Facilities, 1943-71, Chairman, 1944-71; Committee on Facilities and Development, 1971- .

Stewart, John Harold, Partner, Arthur Young & Company. Alumni Term Member of the Corporation, 1958-62.

Stone, David B., President, North American Management Corporation. Member of the Corporation, 1959- .

*Stone, Robert Gregg, Trustee. Member of the Corporation, 1951- ; Board of Trustees, 1956- ; Committee on Facilities, 1956-60; Executive Committee, 1960- ; Committee on Academic Affairs, 1968- ; Committee on Student Affairs, 1973- .

Storer, George B., Chairman of the Board, Storer Broadcasting Company. Member of the Corporation, 1966- .

*Storer, Robert Treat Paine, formerly President, The Storer Associates, Inc. Member of the Corporation, 1936-62; Board of Trustees, 1936-62; Executive Committee, 1936-43; Committee on Facilities, 1943-57; Committee on Development, 1957-62. (Deceased)

Sunderland, Thomas E., President, United Fruit Company. Member of the Corporation, 1964-71.

Templeman, Lawrence I., Executive Vice President, Commercial Union Assurance Companies. Member of the Corporation, 1969- .

Tenney, Charles H., II, Chairman of the Board, Brockton Taunton Gas Company. Member of the Corporation, 1955- .

*Theopold, Phillip H., Chairman, Actuary & Chief Executive Officer, Real Estate Investment Trust of America. Member of the Corporation, 1964-72; Board of Trustees, 1965-68; Committee on Facilities, 1965-68.

Thompson, Almore I., Vice President, Massachusetts Investors Trust; President, Berkeley Securities Corporation. Alumni Term Member of the Corporation, 1965-66; Member of the Corporation, 1966- .

*Member of the Board of Trustees

Thompson, Milton A., President, Thompson Enterprises. Member of the Corporation, 1967- .

*Thomson, Earl H., formerly Attorney at Law, Thomson and Thomson. Alumni Term Member of the Corporation, 1953-57; Member of the Corporation, 1958-1970; Board of Trustees, 1960-70; Committee on Facilities, 1960-68; Executive Committee, 1968-70; Committee on Student Affairs, 1968-70. (Deceased)

*Trigg, D. Thomas, Chairman of the Board and President, The National Shawmut Bank of Boston. Member of the Corporation, 1966- ; Board of Trustees, 1972- ; Committee on Funds and Investments, 1972- , Chairman, 1973- ; Executive Committee, 1973- ; Treasurer of the Corporation and Board of Trustees, 1973- .

*Tyler, Chaplin, Consultant. Alumni Term Member of the Corporation, 1956-60; Member of the Corporation, 1961- ; Board of Trustees, 1966- ; Committee on Development, 1966-68; Committee on Student Affairs, 1968- , Chairman, 1971- ; Executive Committee, 1971- .

Vogel, Eugene Joseph, formerly Treasurer and Manager, Wes-Julian Construction Corporation. Alumni Term Member of the Corporation, 1960-64; Member of the Corporation, 1964-70. (Deceased)

Wakeman, Samuel, Trustee. Member of the Corporation, 1945- .

Walcott, Eustis, formerly Vice President, American Policy Holders Insurance Company; Assistant Vice President and Manager of Special Services, American Mutual Liability Insurance Company. Member of the Corporation, 1940-73. (Deceased)

Walsh, Martin F., Senior Vice President, The Franklin Mint. Member of the Corporation, 1972- .

Walter, Harold John, formerly Vice President, Amerace Corporation. Member of the Corporation, 1949-62. (Deceased)

Wang, An, President, Wang Laboratories, Inc. Member of the Corporation, 1972- .

Waring, Lloyd B., Vice President, Kidder Peabody & Company, Inc. Member of the Corporation, 1971- .

Weeks, Edward A., Consultant and Senior Editor, Atlantic Monthly Press. Member of the Corporation, 1950- .

Weeks, Sinclair, formerly Chairman of the Board, United-Carr Fastener Corporation; formerly Secretary of Commerce, United States of America. Member of the Corporation, 1939-72. (Deceased)

White, William Crombie, Executive Vice President (Retired), Northeastern University. Alumni Term Member of the Corporation, 1952-56; Member of the Corporation, 1956- .

Wilkins, Raymond Sanger, formerly Chief Justice, Supreme Judicial Court of Massachusetts, Member of the Corporation, 1959-71. (Deceased)

Williams, Roy Foster, formerly Honorary Vice President, Associated Industries of Massachusetts and Managing Director, Alden Research Foundation. Member of the Corporation, 1953-68. (Deceased)

*Willis, Robert H., Chairman and President, Connecticut Natural Gas Corporation. Alumni Term Member of the Corporation, 1961-65; Member of the Corporation, 1965-; Board

*Member of the Board of Trustees

of Trustees, 1965- ; Committee on Development, 1964-68; Executive Committee, 1968-71; Committee on Student Affairs, 1968-1971, Chairman, 1968-71; Chairman of the Corporation and the Board of Trustees, and member of all committees, 1971- .

Wilson, Carroll L., Engineering Administrator. Member of the Corporation, 1955-62.

Wood, John W., President, J.W. Wood Elastic Web Company. Member of the Corporation, 1954-61.

Wright, Alfred K., Chairman of Department of Mathematics, Windham College. Alumni Term Member of the Corporation, 1961-65; Member of the Corporation, 1965- .

Young, Richard W., Senior Vice President, President of the International Division, Polaroid Corporation. Member of the Corporation, 1968- .

Ziegler, Vincent C., Chairman of the Board, The Gillette Company. Member of the Corporation, 1966- .

*Zises, Alvin C., Chairman of the Board, CNA Nuclear Leasing, Inc. Member of the Corporation, 1965- ; Board of Trustees, 1966- ; Committee on Development, 1968-69; Executive Committee, 1966- ; Committee on Funds and Investments, 1969- ; Committee on Academic Affairs, 1973- .

APPENDIX C

Achievement of the Northeastern University Diamond Anniversary Development Program

Diamond Anniversary Development Program Summary Report of Results

	First Phase <u>1961-1964</u>	Second Phase <u>1965-1969</u>	Third Phase <u>1970-1974</u>	<u>Total</u>
Alumni	* \$ 1.2	\$ 4.6	\$ 4.1	\$ 9.9
Friends	1.6	4.7	6.6	12.9
Business and Industry	1.5	2.3	2.0	5.8
Foundations	0.5	3.4	3.3	7.2
Private Source Total	<u>\$ 4.8</u>	<u>\$15.0</u>	<u>\$16.0</u>	<u>\$35.8</u>
Government Source Total	<u>14.8</u>	<u>11.1</u>	<u>6.1</u>	<u>32.0</u>
Grand Total	<u>\$19.6</u>	<u>\$26.1</u>	<u>\$22.1</u>	<u>\$67.8</u>

*Dollar amounts in millions

All material taken from the Northeastern University Diamond Anniversary Development Program, Copley Plaza Hotel, April 28, 1975.

Endowed and Named Professorships Established During the Diamond Anniversary Development Program

- 1967 *Professorship in Cooperative Education*
Funded by The Ford Foundation and the Miss Annie S. Stetson Fund.
- 1967 *Robert G. Stone Professorship in Mathematics*
Established by Mr. Robert G. Stone, a member of the Northeastern University Corporation and Board of Trustees.
- 1968 *Edwin W. Hadley Professorship in Law*
Established by funds principally contributed by Dr. Edwin W. Hadley, Hon. 70.
- 1969 *Donald W. Smith Professorship in Mechanical Engineering*
Established by Mr. Donald W. Smith, E29, a member of the Northeastern University Corporation and Board of Trustees.
- 1969 *William Lincoln Smith Professorship in Electrical Engineering*
Established by Mr. Farnham W. Smith, E24, a member of the Northeastern University Corporation and Board of Trustees.
- 1971 *Harold A. Mock Professorship in Accounting*
Established by Mr. Harold A. Mock, B23, a member of the Northeastern University Corporation and Board of Trustees.

- 1972 *Lillian L. and Harry A. Cowan Professorship in Accounting*
Established by the Harry A. Cowan Trust in recognition of a long-standing interest on the part of Lillian L. Cowan and her brother, Harry A. Cowan, in Northeastern University and in the Cooperative Plan of Education.
- 1972 *Lorraine C. Snell Professorship in Health Care*
Established by George A. Snell, E41, a member of the Northeastern University Corporation and Board of Trustees, and his wife Lorraine C. Snell.
- 1972 *George A. Snell Professorship in Engineering*
Established by George A. Snell and Lorraine C. Snell.
- 1973 *Ara Oztemel Professorship in International Finance*
Established by Mr. Ara Oztemel, E51, Hon. 73, a member of the Northeastern University Corporation.
- 1973 *Satra Corporation Professorship in International Trade*
Established by Mr. Ara Oztemel.
- 1975 *Edward W. Brooke Professorship in Political Science*
Established by Alvin C. Zises, a member of the Northeastern University Corporation and Board of Trustees in honor of Edward W. Brooke, Hon. 64, former United States Senator from Massachusetts, and a member of the Northeastern University Corporation.

A Chronology of Selected Capital Projects
Completed During the Diamond Anniversary
Development Program

- 1961 Henderson House, Weston—*conference center*
Huntington Avenue Campus, 34 acres of land acquired
William C. White Hall, *residence hall*
- 1963 Forsyth Annex Building, *administrative offices*
Sarkis and Vosgitel Mugar Life Sciences Building, *pharmacy, allied health professions*
- 1964 Suburban Campus, Burlington—14 acres of land, library, Byron K. Elliott Hall
Frank Palmer Speare Hall, *residence hall*
- 1965 Carl Stephens Ell Student Center, *addition*
- 1966 Mary Gass Robinson Hall, *nursing, physical therapy*
Charles and Annie S. Stetson Hall, West, *residence hall*
Harold W. Melvin Hall, *residence hall*
102 The Fenway Building, *education*
Helene and Norman Cahners Hall, *education*
Marine Science Institute, Nahant—20.5 acres of land, laboratory building, David E. and Edna Edwards Marine Science Laboratory
- 1967 Henry E. and Edith B. Warren Center for Physical Education and Recreation Education, Ashland—200 acres of land. The Hayden Lodge, cottages
Charles A. Dana Research Center, *physics, electrical engineering*
Charles and Annie S. Stetson Hall, East, *residence hall*
Suburban Campus, Burlington—.75 additional acres of land, greenhouse

- 1968 Charles E. and Estelle Dockser Hall, *physical education, recreation education*
 Vincenzo, Nicola, and Frederick Barletta Natatorium, *swimming pool, rowing tank,*
physical education facilities
 Riverside Boat House, Cambridge—*addition*
- 1969 Edward L. Hurtig Hall, *chemistry*
- 1970 African-American Center, *major renovations*
 Ethel G. and Reuben B. Gryzmish Hall, *law*
- 1971 Godfrey Lowell Cabot Physical Education Center, *major improvements—Cabot Cage*
- 1972 John A. Volpe Hall, *criminal justice*
 Asa S. Knowles Center for Law and Criminal Justice, *Gryzmish Hall and Volpe Hall*
- 1973 96 The Fenway, *Faculty Center, residence hall*
 Robert Gray Dodge Library, *major improvements*
 Edward F. Parsons Field, *major improvements*
- 1974 Amelia Peabody Allied Health Professions Center, *addition to Mugar Building*

APPENDIX D

Dedications

1959–1977

September 8, 1959

GRADUATE CENTER DEDICATION

Abbot Stevens Center for Graduate Studies—Established through the generosity of the Abbot and Dorothy H. Stevens Foundation in memory of Abbot Stevens, a loyal member of the Northeastern University Corporation.

Clifford Lounge—In memory of George Henry Clifford, a member of the Corporation and an honorable alumnus of Northeastern, given by a group of his friends.

Riesman Lecture Hall—A generous gift of Joseph G. Riesman, School of Business, Class of 1918.

The Edwin Webster Memorial Room—A tribute to Edwin Sibley Webster, Jr., a member of the Corporation and a generous friend of the University, given by the Edwin S. Webster Foundation.

May 12, 1962

HENDERSON HOUSE DEDICATION

Henderson House, The Center for Continuing Education of Northeastern University—Named for Ernest Henderson, whose generosity made possible the acquisition of this property.

The Carey Conference Room—This room has been furnished and equipped by Charles C. Carey, Trustee and member of the Northeastern University Corporation.

The Mock Room—This room has been furnished and equipped by Harold A. Mock, Trustee and member of the Northeastern University Corporation.

The Melvin Lounge—Named in honor of Dean Harold W. Melvin by the Class of 1925, whose members have furnished and equipped this lounge.

The Robert Bruce Patio—Named in memory of Professor Robert Bruce by the Northeastern University Alumni Association, whose members have furnished and equipped this patio.

The Tyler Room—This room has been furnished and equipped by Chaplin Tyler, member of the Northeastern University Corporation.

The Crockett Room—This room has been furnished and equipped by Elton G. Crockett, Trustee and member of the Northeastern University Corporation.

The Jones Room—This room has been furnished and equipped by the Arkwright Mutual Insurance Company in honor of its President, Henry C. Jones, member of the Northeastern University Corporation.

The Eulenberg Room—This room has been furnished and equipped by Business Equipment Corporation in honor of Alexander Eulenberg.

The Channing Room—Given in memory of Walter Channing, Trustee and member of the Northeastern University Corporation, by Joseph C. Skinner and family.

The Simonds Room—This room has been furnished and equipped by Harlan K. Simonds, Jr., an alumnus of the University.

The Kerr Room—This room has been furnished and equipped by Harry H. Kerr, Trustee and member of the Northeastern University Corporation.

The Morrison Room—This room has been furnished and equipped by the Archie T. Morrison Foundation of the Electro Switch Foundation.

Beds and Mattresses—The beds and mattresses in the guest rooms have been provided by the Slumberland Products Company.

Principal Donors (in addition to those who gave designated rooms)—Anonymous; Arkwright Mutual Insurance Company; John S. Bailey; Lincoln C. Bateson; Jeremiah Berman Company; Martin Brown; Clark-Franklin Press; Melville Eastham; Albert E. Everett; Carney Goldberg; Mark Karofsky; Mr. and Mrs. Asa S. Knowles; Harvey C. Krentzman; William D. Lane; Lone Star Cement Corporation; New England Millwork Distributors, Inc.; NU Tread Tires Company; Edward S. Parsons; William L. Pollak; F. Weston Prior; Revere Quilt Manufacturing Company; Isidor Richmond; Albert L. Shea; Suffolk Farms Packing Company, Inc.; Loring M. Thompson; Earl H. Thomson; William C. White; Samuel Zitter.

June 8, 1962

HUSKY STATUE DEDICATION

April 25, 1963

TYLER CENTER DEDICATION (in the Mugar Life Sciences Building)

The Chaplin Tyler Center for Research in Chemical Engineering—Made possible by the generosity of Chaplin Tyler, Class of 1920, and member of the Northeastern University Corporation.

November 7, 1963

MUGAR LIFE SCIENCES BUILDING DEDICATION

The Mugar Life Sciences Building—Named in memory of Sarkis and Vosgitel Mugar, beloved mother and father of Stephen P. Mugar, member of the Northeastern University Corporation.

The Monsanto Laboratory for Advanced Study in Chemical Engineering—Established through the generosity of the Monsanto Chemical Company.

The DuPont Chemistry Research Laboratory—Equipped and furnished through the generosity of the E.I. DuPont de Nemours & Company, Incorporated.

College of Pharmacy Administrative Offices—Facilities and furnishings provided through the generosity of James W. Daly, Inc.; Eastern Drug Company; New England Wholesale Drug Company; Massachusetts Wholesale Drug Company.

Hayden Pharmacy Laboratories—The Laboratories of the College of Pharmacy have been provided through the generosity of the Charles Hayden Foundation.

Department of Psychology Laboratories—Constructed with assistance of a Financial Grant by National Institutes of Health; United States Department of Health, Education, and Welfare; Public Health Service.

The Gillette Pharmacy—Provided through the generosity of the Gillette Company.

Principal Donors—Northeastern University greatly appreciates the support of the following organizations and individuals whose generosity has helped to provide facilities and equipment for the College of Pharmacy and for the Mugar Life Sciences Building.

Organizations: American Pharmaceutical Association; John J. Breck, Inc.; James W. Daly, Inc.; Delta Sigma Theta Fraternity; E.I. DuPont de Nemours & Company, Inc.; Eastern Drug Company; Ensign-Bickford Foundation; The Gillette Company; Gilman Brothers, Inc.; Grace Foundation Inc.; Charles Hayden Foundation; Kappa Psi Fraternity; Massachusetts Wholesale Drug Company; Monsanto Chemical Company; National Institutes of Health; New England Wholesale Drug Co.; Parke, Davis & Company; Rho Pi Phi Fraternity; John A. Volpe Construction Company.

Individuals: Henry Abbott; Louis A. Augeri, Edwin F. Balboni; Charles A. Berman; Bernard J. Brent; David Brien; Robert C. Calnan; George Cardamone; Anthony J. Casella; A. Joseph Cavallaro; Harold D. Chute, Jr.; Saul M. Cortell; John Crisafi; Robert C. Crisafi; John E. F. Cusick; Henry Dextraze; Alice J. Driver; Robert N. Duffie; Eugene N. Duval; F. Warren Eaton; Daniel P. Eliopoulos; George P. Eliopoulos; Herman C. Ells, Jr.; John P. Fitzgerald; William Fitzgerald; Frank A. Forlani; Joseph M. Fox; Nicholas A. Frangos; Peter A. Frangos; John Ftergiotis; Benjamin R. Geoffroy; Samuel H. Gerson; Frank R. Gonet; Julian L. Greenfield; David D. Haig, Jr.; Osamu J. Inashima; Anthony P. Janackas; Philip S. Katz; LeRoy C. Keagle; John W. Kelly III; Edwin and Sherman Kramer; James S. Krasnow; Joseph L. Labrecque; Oscar A. Lariviere; Edward A. Laskowski; John Lynch; Francis T. McDonough; Edward J. McGillicuddy; John J. McKenna; Francis X. McNeil; Louis A. Medeiros; Samuel Medoff; John J. Memos; Martin F. Monast; Stephen P. Mugar; Ronald B. Muggleston; Alfio Murabito; Charles H. Ouimet; Louis R. Pacifico; James A. Paquette; Normand O. Paquette; Robert R. Peno, Jr.; Louis L. Permut; Harold N. Polan; Charles L. Quinn; Joseph T. Racicot; Everett R. Rand; Dwight P. Robinson; William M. Rosen; Samuel Ross; Milton Saxe; David T. Scott; Samuel P. Sears; Herbert G. Simmons, Jr.; Robert L. Slavin; Gerald Stepner; Harry Tarutz; Earl S. Trachtenberg; James Tsialas; Chaplin Tyler; Nathan L. Ullian; Gordon R. Van Buskirk; Robert A. Vincelette; Irwin Wasserman; Barry H. Wise; Adam J. Wolkovich; Stanley Zielinski.

May 23, 1964

SUBURBAN CAMPUS DEDICATION

June 5, 1964

GRACE CHEMICAL LABORATORY DEDICATION

The Grace Chemical Engineering Laboratory—Equipped and furnished through the generosity of the Grace Foundation Inc.

September 17, 1964

SPEARE HALL DEDICATION

Frank Palmer Speare Hall—In the memory of the founding President Frank Palmer Speare.

May 21, 1965

CEREMONIES TO UNVEIL MEMORIAL AND COMMEMORATIVE PLAQUES (Suburban Campus)

Land Acquisition—Northeastern University gratefully acknowledges the assistance of The Honorable Leverett Saltonstall, United States Senator from Massachusetts; The Honorable Edward M. Kennedy, United States Senator from Massachusetts; The Honorable F. Bradford Morse, Representative, Fifth Congressional District, and the United States Department of Health, Education, and Welfare in making possible the site of this suburban campus.

Campus Development—Northeastern University gratefully acknowledges the assistance of the Town of Burlington and the City of Woburn in the development of this campus, 1963–1965; Selectmen, Town of Burlington, John M. Kilmartin, Charles L. Shea, Robert A. Vigneau, and David M. Ward; Maud S. Graham, Town Clerk; Joseph G. Nolan, Executive Secretary City of Woburn; Edward F. Gill, Mayor.

The Filene Conference Room—Named in recognition of a generous gift from Wm. Filene's Sons Company.

Garden Plot and Shrubbery—This planting is a gift from the first class in Women's Continuing Education Programs, Northeastern University.

Library—This Library given in memory of Richard H. Lufkin by the Elizabeth A. Lufkin Trust.

November 16, 1965

CARL S. ELL STUDENT CENTER ADDITION DEDICATION

April 7, 1966

MARY GASS ROBINSON HALL DEDICATION

Mary Gass Robinson Hall—In honor of Mary Gass Robinson, wife of Dwight P. Robinson, Jr., Vice Chairman of the Northeastern University Corporation and Board of Trustees.

April 12, 1966

RIESMAN BIOLOGY CENTER DEDICATION (in Robinson Hall)

The Riesman Biology Center—Made possible through the generosity of Joseph and Sadie Riesman.

The Riesman Microbiology Laboratory—Made possible through the generosity of Joseph and Sadie Riesman.

The Riesman Anatomy Laboratory—Made possible through the generosity of Joseph and Sadie Riesman.

Principal Donors—Northeastern University gratefully acknowledges the assistance of the Avalon Foundation; Commonwealth Fund; William H. Donner Foundation, Incorporated; William E. Schrafft and Bertha E. Schrafft Charitable Trust; Sealantic Fund, Incorporated; Alfred P. Sloan Foundation, whose generous support has contributed significantly to the development of the academic offerings in Nursing Education and the provision of these new facilities.

November 9, 1966

DORMITORIES AND CHURCHILL HALL DEDICATIONS

Stetson Hall—Named in memory of Charles Stetson, former member of the Northeastern University Corporation and Board of Trustees, and Annie B. Stetson, his beloved Mother, generous benefactors of Northeastern University.

Light Hall—Named in memory of Galen David Light in recognition of his faithful and loyal service as the first Secretary and Treasurer of Northeastern University.

Smith Hall—Named in memory of William Lincoln Smith, first Professor at Northeastern University who served with distinction as Professor and Chairman of the Department of Electrical Engineering.

White Hall—Named in honor of William Crombie White in recognition of his distinguished service as teacher, Provost, and First Executive Vice President at Northeastern University.

Melvin Hall—Named in honor of Harold Wesley Melvin, a beloved teacher and the first Dean of Students at Northeastern University.

Churchill Hall—Named in memory of Everett Avery Churchill, a loyal and able administrator who served as Secretary and First Vice President of Northeastern University.

May 12, 1967

WARREN CENTER DEDICATION

Warren Center for Physical Education and Recreation—Named for Henry E. and Edith B. Warren.

Hayden Lodge—Named in memory of Charles Hayden in recognition of the generosity of the Charles Hayden Foundation.

May 18, 1967

DANA HALL DEDICATION

Charles A. Dana Research Center—Named in Honor of Charles A. Dana, generous benefactor of Northeastern University.

The Black Environmental Laboratory—Named in recognition of a generous gift from Robert D. Black E18.

The Brown High Energy Laboratory—Named in recognition of a generous gift from Martin Brown E21.

The Bruce Room—Named in recognition of a generous gift from William H. Bruce, Jr. E30.

The Cogan Library—Named in recognition of a generous gift from David H. Cogan E31.

The DiPietro Solid State Electronics Laboratory—Named in recognition of a generous gift from William O. DiPietro E42.

The McIntosh Room—Named in recognition of a generous gift from Percy M. McIntosh B20.

The Poley-Abrams High Energy Laboratory—Named in recognition of a generous gift from Abraham Poley E25, Julius Abrams E25.

The Shumavon Room—Named in recognition of a generous gift from S. Peter Shumavon E24.

Principal Donor—Northeastern University gratefully acknowledges the financial assistance of the National Science Foundation, whose generous support has contributed significantly in the construction of the Charles A. Dana Research Center.

October 25, 1968

CHARLES AND ESTELLE DOCKSER HALL DEDICATION

Charles and Estelle Dockser Hall—Named in honor of Charles Dock-

ser, generous benefactor-loyal alumnus, member of the Northeastern University Corporation, and his beloved wife Estelle.

Principal Donors—Northeastern University gratefully acknowledges the financial assistance of the Department of Health, Education, and Welfare Office of Education, whose generous support through the Higher Education Facilities Act of 1963 contributed significantly in the construction of this building.

Northeastern University gratefully acknowledges the financial assistance of the Boston-Bouv   College alumnae whose generous support has contributed significantly in the construction of the Boston-Bouv   College Building.

Alumnae: Helen Hodgkins Thorburn '15; Mary M. Porterfield '16; Minda Newell Sherzer '17; Marie Chandler Pratt '18; Dorothy Bigelow Arms '20; Kathryn Gaffney Ashworth '20; Gay Miller Reese '21; Mary Carpenter Dake '22; Laura Bartlett Hale '23; Elizabeth Purviance Reed '23; Ruth Rawlings Mott '23; Helen Shoemaker '23; Alice Snow Glover '23; Susan Weaver Lukens '23; Mildred S. Howard '25; Christine White '26; Frances Comins Kenerson '28; Dorothy Grover Frissora '28; Marian Lamson Carr '29; Marion E. Frost '30; Madeleine Pease Pinkerton '30; Ruth Langley '31; Barbara Crowe '32; Blanche McGowan Leland '32; Margaret Walker Watts '35; Mary Frances Gould '41; Shirley E. Simpson '42; Adelle Sawyer Wood '42; Anne Warren '45; Elizabeth Olney McLoughlin '48; Sally Hale Bowen '50; Virginia Schenkelberger Devine '55; Jane Lamb Bourn '56; Christina M. Anderson '65; Diane H. Lupean '65; Doris Schofield Bryant '65.

Honorary Alumni: Catherine L. Allen, Katherine S. Andrews, Katharine Carlisle, John W. Fox.

The Andrews Library—Named by Katherine S. Andrews, M.D. Physician, teacher, friend.

The George R. Brown Gymnasium—Named in recognition of a generous gift from George R. Brown, a member of the Northeastern University Corporation and Board of Trustees.

The Dean's Suite—Named by Dorothy Wellington George honoring devoted and loyal members of the School staff 1914–1968.

Dance Studio—Designated by Clayton G. Hale in honor of his wife Laura Bartlett Hale, Class of 1923, and his daughter Sally Hale Bowen, Class of 1950.

The Hearst Room—Named in memory of William Randolph Hearst by the William Randolph Hearst Foundation.

Frances Comins Kenerson Motor Laboratory—Named in recognition of a generous gift from Frances Comins Kenerson, Class of 1928, wife of John B. Kenerson.

The Lupean Professional Library in Physical Therapy—Named in honor of Diane H. Lupean, Class of 1965, by her father Edward M. Lupean.

Ruth Rawlings Mott Community Recreation Laboratory—Named in recognition of a generous gift from Ruth Rawlings Mott, Class of 1923,

wife of Charles Stewart Mott, Flint, Michigan.

The Reed Room—In memory of W. Gordon Reed II, from his wife, Elizabeth Purviance Reed, Class of 1923.

The Reese Room—Named in recognition of a generous gift from Gay Miller Reese, Class of 1921.

Ruth Page Sweet Memorial Lounge—Dedicated in continuing remembrance of Ruth Page Sweet given by her friends whose lives she filled with wonder and delight, with courage and splendor.

The James Farquharson Walker Room—Given in loving memory by his daughter Margaret F. Walker Watts, Class of 1935.

Boston-Bouvé College Development—Northeastern University gratefully acknowledges the assistance of the Committee of the Permanent Charity Fund whose generous support has contributed significantly to the Boston-Bouvé College program.

January 14, 1969

BARLETTA NATATORIUM DEDICATION

Vincenzo, Nicola, and Frederick Barletta Natatorium—In memory of Vincenzo J., Nicola J., and Frederick J. Barletta, given by the Barletta family.

May 12, 1969

PARSONS FIELD DEDICATION

Parsons Field—Named in honor of Edward Snow Parsons '22, Assistant Director of Student Activities and Assistant Track Coach 1922–1929; Director of Health, Physical Education, and Athletics 1929–1953; University Business Manager 1953–1968; Vice President-Business 1968.

October 29, 1969

EDWARDS MARINE SCIENCE LABORATORY DEDICATION (Nahant)

The Edwards Marine Science Laboratory—In memory of David and Edna Edwards.

Availability of Site—Northeastern University gratefully acknowledges the assistance of the Department of Health, Education, and Welfare.

Development of Campus—Northeastern University gratefully acknowledges the assistance of the town of Nahant and the Nahant Conservation Committee.

November 18, 1969

KNOWLES CENTER DEDICATION

Asa S. Knowles Center for Law and Criminal Justice—Designated in honor of Asa S. Knowles by the Board of Trustees.

December 6, 1969

HURTIG HALL DEDICATION

Edward L. Hurtig Hall—In loving memory of Edward L. Hurtig ChE46 who gave his life in service to his country on December 25, 1944. To rid this earth of the brutalities of war, we must educate men. Reason, understanding, and most importantly compassion, must be the prime objectives of this education. Catastrophe is the sole alternative. Named by Carl R. Hurtig EE48 to the brotherhood of all men.

February 18, 1970

CLEVELAND LABORATORY DEDICATION (in Hayden Hall)

September 19, 1970

HURTIG HALL DEDICATION

Cleveland Laboratory for Power Engineering—Named in honor of Professor Laurence F. Cleveland by the Gamma Beta Chapter of Eta Kappa Nu Association.

The Beaton Lecture Room—Named in honor of Roy H. Beaton E39–H67 in recognition of his loyalty and generosity.

Classroom—Dedicated in recognition of a generous gift from Bird Machine Company.

The Burns Lecture Room—Given in memory of Michael P. and Ellen H. Burns by their son John L. Burns E30–H57, a member of the Northeastern University Corporation.

The Burstein Laboratory for Organic and Inorganic Synthesis—Named in honor of Hyman H. Burstein E36 in recognition of his loyalty and generosity.

The Cabot Chemistry Laboratory—Provided through the generosity of the Cabot Corporation.

The Cail Laboratory for Physical Chemistry—Named in honor of Milton L. Cail E45 in recognition of his loyalty and generosity.

The Cities Service Foundation Research Laboratory—Provided through the generosity of Cities Service Foundation.

The DuPont Chemistry Laboratory—Provided through the generosity of E. I. DuPont de Nemours & Company, Incorporated.

The Keyes Laboratory of Advanced Physical Chemistry—Dedicated in recognition of the loyalty and generosity of Fenton G. Keyes E39 and Walter I. Keyes E51.

The Gillette Chemistry Laboratory—Provided through the support of the Gillette Company.

The Gulf Oil Corporation Research Laboratory—Provided through the generosity of Gulf Oil Corporation.

Room—Dedicated in recognition of the loyalty and generosity of Henry C. Jones E25–H62, a member of the Northeastern University Corporation and Board of Trustees.

Room—Named in honor of W. Herbert Lamb E32 in recognition of his loyalty and generosity.

Administrative Offices—Dedicated in recognition of the loyalty and generosity of Alfred E. Lonnberg E32, a member of the Northeastern University Corporation, and his wife Thora.

The Meo Chemistry Laboratory—Named in recognition of the loyalty and generosity of Dominic Meo, Jr. E28, a member of the Northeastern University Corporation.

James Flack Norris Room for Chemistry Students—Given in memory of Professor James Flack Norris by the Northeastern Section of the American Chemical Society.

Room—Named in honor of Charles T. O'Connor E28 in recognition of his loyalty and generosity.

The Peary Lecture Room—Named in recognition of the loyalty and

generosity of Theodore R. Peary B32, a member of the Northeastern University Corporation.

The Oztemel Chemistry Laboratory—Named in honor of Ara Oztemel E51 in recognition of his loyalty and generosity.

Room—Given in honor of Charles F. and Gertrude F. Quigley by their sons Charles F. Quigley, Jr. E50, and William A. Quigley BA56.

Room—Named in honor of L. Lynde Russell E35 in recognition of his loyalty and generosity.

Armstrong Smith Chemistry Laboratory—Named in honor of William Armstrong Smith E36 in recognition of his loyalty and generosity.

The Snell Laboratory for Organic Chemistry—Dedicated in recognition of the loyalty and generosity of George A. Snell E41, a member of the Northeastern University Corporation.

Room—Dedicated in recognition of the loyalty and generosity of Earl H. Thomson E25, a member of the Northeastern University Corporation and Board of Trustees.

The Tyler Chemistry Laboratory—Named in recognition of the loyalty and generosity of Chaplin Tyler E20–H61, a member of the Northeastern University Corporation and Board of Trustees.

Room—Dedicated in recognition of the loyalty and generosity of Eugene J. Vogel E36, a member of the Northeastern University Corporation.

The Esso Organic Chemistry Laboratory—Provided through the generosity of the Esso Education Foundation.

December 19, 1970

GRYZMISH HALL DEDICATION

Ethel G. and Reuben B. Gryzmish Hall—Named in honor of Ethel G. Gryzmish and Reuben B. Gryzmish '12, H.H.D.69, a Director of The National Council and former member Northeastern University Corporation in recognition of their loyalty and generosity.

Principal Donors—Northeastern University Alumni of the School of Law whose generous support has contributed significantly in the construction of the School of Law Buildings.

Alumni: Herbert Abrams '56; Felix A. Appolonia '52; Miss Diana J. Auger '39; Carleton N. Baker '26; Martin S. Bennett '37; Ernest A. Berg '31; Abram Berkowitz '15; Hon. August G. Bonazzoli '31; Richard L. Brickley '51; Benjamin Brown '30; Julius Burstyn '21; Victor C. Bynoe '46; Hon. Horace T. Cahill '18; Thomas E. Cargill, Jr. '48; Edward P. Chase '39; Mrs. Stanley Chmiel '38; Daniel D. Cline '42; Martin W. Cohen '41; Harry Coltun '35; W. Stanley Cooke '52; Hon. Gilbert W. Cox '22; George Crompton '28; Andrew A. Cunniff '20; Alfred H. Cutler '38; Daniel J. Daley '31; Sydney M. Davis '41; Hon. Michael DeMarco '37; Anthony J. DiBuono '41; Hon. Bruno J. DiCicco '36; John F. Donovan '24; Hon. Thomas M. Dooling '36; John J. Doyle, Jr. '38; Miss M. Louise Dumas '39; Sydney S. Eaton '33; Hon. Salvatore Faraci '34; Eldred L. Field '39; Lawrence H. Fisher '38; Hon. Paul R. Fitzgerald '39; William J. Fitzgerald '40; James K. Fitzpatrick '52; Hon. A. Frank Foster '32; John J. Gartland '39; Adelbert J. Gascon '39; Hon. Paul W. Glennon

'40; Nathan Goldstein '38; Edward Gordon '35; William G. Grande '31; Reuben B. Gryzmish '12; Hon. Allan M. Hale '39; William E. Haliday, Jr. '38; Charles A. Haskins '48; Robert C. Haufler '50; Walter F. Henneberry '27; Paul L. Hinckley '41; Samuel R. Hoffman '33; Harold D. Hunt '28; Eli Jacobson '33; Paul Jameson '53; Franklin R. Johnson '39; John E. Johnson '41; Charles G. Kagan '36; David B. Kaplan '52; James J. Kelleher '31; Miss Louise C. Kennedy '42; William H. Kerr '39; Isaac S. Kibrick '17; John F. Kileen '41; Arthur T. King '39; Hon. Allan R. Kingston '33; Isidore Kirshenbaum '33; Morris Kirsner '37; William E. Kopans '27; Jacob J. Kressler '37; Joseph Krinsky '41; Hon. Francis L. Lappin '37; Louis L. Lederman '35; Hon. Thomas E. Linchan '32; Samuel L. Lipman '29; Allan P. Locke '48; Louis H. Lyle '40; Frederick H. Magison '10; Arthur M. Marshall '46; Francis V. Matera '38; Leonard L. Matthews '41; Samuel J. Medoff '37; Hon. Wesley E. Mellquist '24; Andrew L. Moore '25; Genero L. Morte '52; Ferris M. Moses '41; Mrs. Mabelle F. Murphy '33; Gabriel A. Namen '36; Clayton W. Nash '23; Ernest I. Nigro '37; Morris Nissenbaum '37; Leon R. Oliver '40; James H. Orr, Sr. '26; Robert V. O'Sullivan '38; Walter E. Palmer '55; Frank G. Parks '50; Albert L. Patridge '10; Russel P. Pearl '33; Hon. Edward A. Peece '20; Martin J. Pendergast '27; Anthony D. Pompeo '34; Peter W. Princi '38; Miss Blanche M. Quaid '33; Hon. Francis J. Quirico '32; Leonard J. Reibstein '31; Mrs. Carl A. Remington '29; Samuel Resnic '28; James F. Reynolds, Jr. '56; Frank L. Richardson '09; Philip Richenbourg '26; Nathan Robins '30; Mrs. Selma Rollins '35; Isedore Rosenthal '31; Max L. Rubens '36; E. Stuart Rumery '50; Joseph Schneider '35; Samuel E. Seegel '26; Hon. Amedeo V. Sgarzi '27; Amos H. Shepherdson '30; Richard C. Sheppard '32; Albert S. Silverman '35; Max Singer '27; Meyer Solomont '28; J. Walter Spence '36; Hon. Thomas J. Spring '32; Peter H. Surabian '36; Philip E. Tesorero '29; William Tick '42; John Todd '37; Nelson B. Todd '08; Herbert E. Tucker, Jr. '39; Henry C. Walker '32; William R. Whalon '42; Irving Widett '37; William B. Wilkes '36; John J. Willis '51; Robert W. Young '09.

The Berkowitz Law Library—Named in honor of Abram Berkowitz '15 by his friends: Irwin and Lillian Benjamin; Leonard K. Berkowitz; Charles River Civic Foundation; Harry M. and Norman S. Feinberg; Feldberg Family Foundation; Joseph P. and Clara Ford; Morse Shoe Foundation; Archie M. Kaplan, Esq.; Rab Charitable Foundation; Joseph and Sadie Riesman; Robert A. Riesman; Edward and Bertha C. Rose; George Savin; Louis and Evelyn Smith; Isidor and Moses Slotnik; David F. Squire; Irving and Edyth Usen; Gilbert Verney Foundation; Harvey and Dorothy B. White; The Jacob Ziskind Trust; The Florence L. and Mortimer C. Gryzmish Foundation; and his law partners.

The Brown Faculty Office—Dedicated in recognition of the generosity and loyalty of Benjamin Brown '30.

Room—Dedicated in recognition of the generosity and loyalty of The Honorable Michael DeMarco '37.

Room—Dedicated in recognition of the generosity and loyalty of The Honorable Bruno J. DiCicco '36.

Room—Dedicated in recognition of the loyalty and generosity of the District Court Judges of the Commonwealth of Massachusetts:

Hon. August G. Bonazzoli '31; Hon. Frank W. Cimini '40; Hon. Gilbert W. Cox '22; Hon. John J. Darcy '26; Hon. Michael DeMarco '37; Hon. Bruno J. DiCicco '36; Hon. Thomas M. Dooling '36; Hon. Salvatore Faraci '34; Hon. Paul R. Fitzgerald '39; Hon. A. Frank Foster '32; Hon. H. Lawrence Jodrey '48; Hon. Allan R. Kingston '33; Hon. Thomas E. Linchan '32; Hon. Ermon I. Markella '36; Hon. Wesley E. Mellquist '24; Hon. Albert E. Morris '26; Hon. Charles I. Taylor '29.

The Dockser Lecture Room—Dedicated in loving memory of Charles E. Dockser '30 by his wife Estelle.

Fitzgerald Faculty Office—Dedicated in recognition of the generosity and loyalty of William J. Fitzgerald '40.

Assistant Dean's Suite—Dedicated in recognition of the generosity and loyalty of The Honorable Paul W. Glennon BA'32 '40 and his beloved wife Mary.

Henneberry Faculty Office—Dedicated in recognition of the generosity and loyalty of Walter F. Henneberry '27, a member of the Northeastern University Corporation.

The Jacobson Court Room—Named in recognition of a generous gift from Eli Jacobson '33 LL.D. '70, a member of the Northeastern University Corporation, and his wife Martha.

Jury Room—Dedicated in recognition of the interest and support given by these members of the Class of 1917 and their families: David H. Bloom, David J. Cohen, John E. Conway, Thomas E. Doyle, William J. Doyle, James R. Fitzgerald, Roland W. Fletcher, Vincent R. Grainger, Henry A. Horn, Abraham Kamberg, Isaac Kibrick, Richard J. Martin, Frederick A. Moeller, Edward W. Phippen, Abram Resnick, Maxwell Sawyer, Joseph H. Seaman, Benjamin Simons.

Matera Faculty Office—Dedicated in recognition of the generosity and loyalty of Francis V. Matera '38.

Olins Faculty Office—Dedicated in recognition of a generous gift from Harry Olins, Esq., a member of the Northeastern University Corporation.

The Orr Lecture Room—Dedicated in honor of James H. Orr '26 whose generosity and interest have contributed significantly to Northeastern University and the School of Law.

Reynolds Faculty Office—Dedicated in the name of The Honorable James F. Reynolds '20 by his family and friends: James K. Fitzpatrick '52; Anna E. Hirsch; Samuel R. Hoffman '33; James F. Reynolds, Jr. '56.

Springfield Room—Dedicated in recognition of the interest and support given by the Springfield Law Alumni:

John R. Auchter '50; Ernest A. Berg '31; Harley B. Goodrich '42; Joseph R. Jennings '31; Abraham Kamberg '17; Louise C. Kennedy '42; Arthur M. Marshall '46; Samuel Resnic '28; Arthur M. Rogers '32; E. Raymond Turner '38.

Judges' Chambers—Given in memory of The Honorable Edward J. Voke '21 LL.D. '64 Superior Court of Massachusetts by his judicial colleagues in the Commonwealth of Massachusetts

Hon. Horace T. Cahill '18; Hon. Joseph Ford '38; Hon. Allan M. Hale '39; Hon. Francis L. Lappin '37; Hon. Donald M. Macaulay '24; Hon. Edward A. Pecce '20; Hon. Francis J. Quirico '32; Hon. Amedeo V. Sgarzi '27; Hon. Thomas J. Spring '32; Hon. James L. Vallyely '36.

Student Lounge—Dedicated in recognition of the interest and support given by the Worcester Law Alumni:

Russell W. Anderson '24; Nathaniel A. Cohen '31; Anthony N. Compagnone '50; George Crompton '28; Hon. Bruno J. DiCicco '36; Hon. Thomas M. Dooling '36; Lawrence H. Fisher '38; Hon. Paul W. Glennon '40; Edward Gordon '35; Paul L. Hinckley '41; Stanley J. Jablonski '42; Eli Jacobson '33; John F. Kileen '41; Jacob J. Kressler '37; Mary A. Melican '35; Hon. Wesley A. Mellquist '24; Philip Minor '42; Mabelle F. Murphy '33; Gabriel A. Namen '36; Irene Gowetz Remington '29; Jeremiah T. Shea '27; Jack M. Snider '39; Peter H. Surabian '36; Joseph F. Tivnan '35; Joseph S. Virotek '42; Henry C. Walker '32.

Zartarian Faculty Office—Dedicated in memory of General Sarkis M. Zartarian '31 by his family.

December 7, 1971

SOLOMON TRACK DEDICATION (in Cabot Cage)

The Solomon Indoor Track—The renovation of this track has been made possible through the generosity of Bernard Solomon '46, a member of the Northeastern University Corporation.

April 15, 1972

VOLPE HALL DEDICATION

John A. Volpe Hall—Named in honor of John A. Volpe, Eng.D. '56, United States Secretary of Transportation, former Governor of the Commonwealth of Massachusetts.

Principal Donors—Northeastern University friends whose generous support has contributed significantly in the construction of John A. Volpe Hall:

L.G. Balfour Company; Hon. Michael DeMarco, L '37; Estate of Arthur T. Dooley; Alexander Ellis, Jr.; Asa S. Knowles, LL.D. '57; Essex County Bank, Lynn; Ralph Lowell, LL.D. '50; Malden Trust Company; Stephen P. Mugar, LL.D. '63; Russell B. Neff; Paulucci Family Foundation; Amelia Peabody, D.F.A. '65; Henry Salvatori; Sydney Shaftman, B '36; Josiah A. Spaulding; Lloyd B. Waring; Zayre Corp.

Room—Dedicated in recognition of a generous gift from the Paulucci Family Foundation.

The Dooley Lecture Room—Dedicated in memory of Arthur T. Dooley.

Room—Dedicated in recognition of the interest and support of Zayre Corp.

The Shaftman Lecture Room—Dedicated in recognition of the loyalty and generosity of Sydney Shaftman '36.

The Salvatori Lecture Room—Dedicated in recognition of the generosity of Henry Salvatori.

April 28, 1972

ELLIOTT HALL DEDICATION (Suburban Campus)

Byron K. Elliott Hall—Named in honor of Byron K. Elliott, member

of the Corporation 1954– , Member of the Board of Trustees 1955– , Treasurer of the Corporation and the Board of Trustees 1956–1959, Chairman of the Corporation and Board of Trustees 1959–1971, in grateful recognition of distinguished service to Northeastern University.

May 11, 1972

AMELIA PEABODY SUITE DEDICATION (in Volpe Hall)

The Amelia Peabody Dean's Suite—Named in honor of Amelia Peabody, member of the Northeastern University Corporation and Board of Trustees.

May 21, 1972

WILLIAM D. LANE DEAN'S SUITE DEDICATION (in Gryzmish Hall)

The William D. Lane Dean's Suite—Named in memory of William D. Lane, graduate of the Northeastern University School of Law, cum laude, Class of 1938, in recognition of his superior academic achievement and distinguished career in real estate and property development.

Principal Donors—Northeastern University gratefully acknowledges the interest and support of the family and friends of William D. Lane, Class of 1938, whose generosity has contributed significantly in honoring his memory by the naming of the William D. Lane Suite in the School of Law.

May 23, 1972

BAKER LABORATORY DEDICATION

Baker Laboratory for Chemical Engineering—Named in honor of Chester P. Baker CE20–E34 by the XI Chapter of Omega Chi Epsilon (1971).

July 17, 1972

STONE LECTURE ROOM DEDICATION (in Volpe Hall)

The Robert G. Stone Lecture Room—Dedicated in recognition of the interest and support of Robert G. Stone, member of the Northeastern University Corporation and Board of Trustees.

February 17, 1973

FRISSORA CHEMISTRY LABORATORIES DEDICATION

Chemistry Laboratory—Named in honor of Francis V. Frissora Chem '57, Joseph R. Frissora Ch. Eng. '59.

The Frissora Chemistry Laboratory—Named in memory of the Frissora family.

July 30, 1973

HENDERSON LECTURE ROOM DEDICATION (in Volpe Hall)

Ernest Henderson III Lecture Room—Dedicated in recognition of the interest and support of Ernest Henderson III, member of the Northeastern University Board of Trustees.

September 14, 1974

LONNBERG LOFT DEDICATION (Parsons Field)

Lonnberg Alumni Loft—Northeastern University, the Alumni Loft, given in memory of Alfred E. Lonnberg E32, member of the Northeastern University Corporation by his wife Thora C. Lonnberg.

November 20, 1974

DEDICATION OF REMODELED LIBRARY AREAS

Library Renovations 1974—Northeastern University gratefully ac-

knowledges the financial assistance of The Bushrod H. Campbell and Adah F. Hall Charity Fund, Theodore Chase, the Arthur Vining Davis Foundation, Charles Hayden Foundation, the Kresge Foundation, the Charles E. Merrill Trust, New England Telephone, George and Lorraine C. Snell, Edwin S. Webster Foundation, which have made possible the renovation and remodeling of the Robert Gray Dodge Library (November 20, 1974).

December 16, 1974

CAHNERS HALL DEDICATION

Helene and Norman Cahnners Hall—Named in honor of Helene R. Cahnners, LL.D. '73 and Norman L. Cahnners, Vice Chairman of the Northeastern University Corporation and Board of Trustees.

October 28, 1975

KERR HALL DEDICATION

Harry Hamilton Kerr Hall—Named in memory of Harry Hamilton Kerr.

1975

OUTDOOR EDUCATION ACTIVITIES SHELTER (Warren Center)

Gift of Ruth Rawlings Mott, Boston-Bouv  College, BSPE, Class of 1923.

June 23, 1976

LANE HEALTH CENTER DEDICATION

The Lane Health Center—Named in honor of George M. Lane, M.D., Director of University Health Services 1941–1975.

In recognition of his outstanding contributions to the health and welfare of the students of Northeastern University 1976.

September 13, 1976

LEBEAU PARK DEDICATION

George B. LeBeau Park—This park is named in memory of George B. LeBeau, Superintendent of Buildings and Grounds, Northeastern University 1962–1973.

"After the flowers are gone, he will be remembered."

October 13, 1976

AMELIA PEABODY HEALTH PROFESSIONS CENTER DEDICATION (in The Mugar Life Sciences Building)

Amelia Peabody Health Professions Center—Named in honor of Amelia Peabody, member of the Northeastern University Corporation and Board of Trustees.

Principal Donors—Northeastern University gratefully acknowledges the assistance of the Frederick J. Kennedy Memorial Foundation, Inc., which has contributed significantly to the development of the health professions and to the construction of this facility.

Northeastern University gratefully acknowledges the assistance of the Department of Health, Education, and Welfare, which has contributed significantly to the construction of this facility.

May 19, 1977

WORLD SERIES ROOM DEDICATION (Cabot)

September 16, 1977

BULFINCH MALL DEDICATION

The Bulfinch Mall—Named in honor of Francis Vaughn Bulfinch 1879–1963, architect and engineer for the initial buildings at Northeastern University, partner in the firm of Shepley Bulfinch Richardson & Abbott and great grandson of the architect Charles Bulfinch.

September 22, 1977

STEARNS CENTER DEDICATION

Russell B. Stearns Center for Cooperative Education—Named in honor of Russell B. Stearns, member of the Corporation and Board of Trustees 1957–, Vice Chairman 1967–1972, Honorary Vice Chairman 1972–, in grateful recognition of distinguished service and generosity to Northeastern University.

APPENDIX E

Honorary Degrees

1959-1975

- 1959 Adams, Charles Francis, Doctor of Business Administration
 President, Raytheon Company
- *Alexander, William Thurlow, Doctor of Science
 Dean, College of Engineering, Northeastern University
- Ell, Carl Stephens, Doctor of Science in Education
 President, Northeastern University
- Homer, Arthur Bartlett, Doctor of Science
 President and Chief Executive, Bethlehem Steel Corporation
- Land, Edwin Herbert, Doctor of Science
 President, Polaroid Corporation
- *Pastore, John O., Doctor of Laws
 United States Senator, State of Rhode Island
- Tharp, Louise Hall, Doctor of Literature
 Author and Lecturer
- 1960 Howes, Raymond Floyd, Doctor of Humane Letters
 Editor, The Educational Record
- Langsam, Walter Consuelo, Doctor of Science
 President, University of Cincinnati
- Rathbone, Perry Townsend, Doctor of Humane Letters
 Director, Boston Museum of Fine Arts
- Sachar, Abram Leon, Doctor of Literature
 President, Brandeis University
- *Sennott, Right Reverend Robert J., Doctor of Civil Law
 Chancellor, Archdiocese of Boston
- *Sullivan, William E.R., Doctor of Science
 Brigadier General, United States Army
 President, United States Army Chemical Corps Board
- 1961 Brace, Lloyd D., Doctor of Laws
 President and Director, The First National Bank of Boston
- Bunting, Mary Ingraham, Doctor of Laws
 President, Radcliffe College
- Kiernan, Owen Burns, Doctor of Laws
 Commissioner of Education, Commonwealth of Massachusetts
- *Phinney, Edward D., Doctor of Science
 Former Vice President and General Patent Attorney, International Telephone and Telegraph Corporation
- *Tyler, Chaplin, Doctor of Science
 Management Consultant, E.I. du Pont de Nemours & Company, Inc.
- Whipple, Fred Lawrence, Doctor of Letters
 Director, Smithsonian Astrophysical Observatory at Harvard University
- *Alumnus of Northeastern University

- Whitehill, Walter Muir, Doctor of Humane Letters
Director and Librarian, Boston Athenaeum
- 1962 Beatty, H. Russell, Doctor of Engineering
President, Wentworth Institute
- Black, Eugene Robert, Doctor of Public Administration
President and Chairman of the Executive Directors, International Bank for Reconstruction and Development
- *Chapin, William S., Doctor of Engineering
General Manager and Chief Engineer, Power Authority, State of New York
- Collins, John Frederick, Doctor of Civil Law
Mayor, City of Boston
- *Jones, Henry Campbell, Doctor of Laws
President, Arkwright Mutual Insurance Company
- Walsh, Michael Patrick, Doctor of Humane Letters
President, Boston College
- Webb, James Edwin, Doctor of Public Administration
Administrator, National Aeronautics and Space Administration
- January Stahr, Elvis J., Jr., Doctor of Military Science
President, University of Indiana
Former Secretary, United States Army
- 1963 Beal, Orville Ellsworth, Doctor of Laws
President, The Prudential Insurance Company of America
- *Black, Robert D., Doctor of Humane Letters
Chairman of the Board and Chief Executive Officer, The Black and Decker Manufacturing Company
- Mugar, Stephen P., Doctor of Laws
President, Star Market Company
- *Richardson, Frank Lincoln, Doctor of Laws
Honorary Chairman of the Board, Newton-Waltham Bank and Trust Company
- Wilson, Logan, Doctor of Literature
President, American Council on Education
- November Briggs, William Paul, Doctor of Humane Letters
Executive Director, American Foundation of Pharmaceutical Education
- Hebb, Donald Olding, Doctor of Humane Letters
Professor, Psychology, McGill University
- Schmehl, Francis Lawrence, Doctor of Humane Letters
Chief, Health Research Facilities Branch, National Institutes of Health
- Welch, Norman Alphonsus, Doctor of Laws
President-Elect, American Medical Association
- 1964 Brooke, Edward W., Doctor of Public Administration
Attorney General, Commonwealth of Massachusetts
- Lederle, John William, Doctor of Public Administration
President, University of Massachusetts
- Smith, Margaret Chase, Doctor of Public Administration
United States Senator, State of Maine
- *Alumnus of Northeastern University

- Tyler, Ralph Winfred, Doctor of Laws
Director, Center for Advanced Study in the Behavioral Sciences, University of California
- *Voke, Edward J., Doctor of Laws
Associate Justice, Superior Court, Commonwealth of Massachusetts
- Wyeth, Andrew, Doctor of Fine Arts
Artist
- 1965 Cushing, Richard Cardinal, Doctor of Laws
Archbishop, Boston
- Holland, Jerome Heartwell, Doctor of Humane Letters
President, Hampton Institute
- Kennedy, Edward M., Doctor of Public Administration
United States Senator, Commonwealth of Massachusetts
- *Markell, Robert J., Doctor of Fine Arts
Television Producer
- McCormack, James, Doctor of Engineering
Vice President, Massachusetts Institute of Technology
- *O'Brien, Lawrence Francis, Doctor of Public Administration
Special Assistant, Congressional Relations, to President Lyndon B. Johnson
- Peabody, Amelia, Doctor of Fine Arts
Distinguished Bostonian and Artist
- 1966 Chapman, Richard Palmer, Doctor of Laws
Chairman of the Board, New England Merchants National Bank
- Fiedler, Arthur, Doctor of Fine Arts
Director and Conductor, Boston "Pops" Orchestra
- Johnson, Howard W., Doctor of Humane Letters
President-Elect, Massachusetts Institute of Technology
- Katzenbach, Nicholas deB., Doctor of Public Administration
Attorney General, Department of Justice, United States
- Lally, Francis Joseph, Doctor of Divinity
Editor, The Pilot
- Norton, Elliot, Doctor of Literature
Distinguished Drama Critic
- *Ziegler, Wilbur C., Doctor of Divinity
Minister, Old West Church
- 1967 Adams, Ruth Marie, Doctor of Humane Letters
President, Wellesley College
- *Beaton, Roy Howard, Doctor of Science
General Manager, Apollo Support Department, General Electric Company
- Caldwell, Sarah, Doctor of Fine Arts
Artistic Director, American National Opera Company and Opera Company of Boston
- Gunn, Hartford Nelson, Jr., Doctor of Humane Letters
General Manager, WGBH Television
Chairman of the Board, Eastern Educational Television Network

Knight, Norman, Doctor of Humane Letters

President, Knight Quality Radio Stations

Morse, F. Bradford, Doctor of Public Administration

United States Representative, Fifth Congressional District, Commonwealth of Massachusetts

Rabb, Norman Saul, Doctor of Laws

Chairman, Advisory Council on Education, Commonwealth of Massachusetts

*Rogers, Ralph Burton, Doctor of Laws

Chairman of the Board and President, Texas Industries

Schuller, Gunther, Doctor of Music

President-Elect, New England Conservatory of Music

1968

Dana, Charles A., Doctor of Laws

Humanitarian, Philanthropist, Industrialist, and Corporation Lawyer

Ebert, Robert Higgins, Doctor of Science

President, Harvard Medical Center

Dean, Harvard Medical School

*Morris, James A., Doctor of Laws

Vice President, Advanced Studies and Research, University of South Carolina

Dean, Graduate School, and Professor, Economics, University of South Carolina

Peterson, Esther Eggertsen, Doctor of Humane Letters

Assistant Secretary of Labor for Labor Standards

Phillips, Thomas L., Doctor of Science

President and Director, Raytheon Company

Rossiter, Henry P., Doctor of Fine Arts

Former Curator, Department of Prints and Drawings, Boston Museum of Fine Arts

*Sgarzi, Amedeo V., Doctor of Laws

Justice, Superior Court, Commonwealth of Massachusetts

Weaver, Robert C., Doctor of Public Administration

Secretary, United States Department of Housing and Urban Development

1969

Burns, Ralph Arthur, Doctor of Education

Former Director of Evaluation, Commission on Institutions of Higher Education, New England Association of Colleges and Secondary Schools

Cass, Melnea A., Doctor of Humanities

Vice President, Action for Boston Community Development

*Gryzmish, Reuben B., Doctor of Humanities

Chairman of the Board, Liberty Bank and Trust Company

Kendrew, A. Edwin, Doctor of Fine Arts

Senior Vice President (Retired), Colonial Williamsburg Corporations

Knowles, John Hilton, Doctor of Laws

General Director and Physician, Massachusetts General Hospital

Koontz, Elizabeth Duncan, Doctor of Science in Education

Director, Women's Bureau, Department of Labor, United States

Muskie, Edmund Sixtus, Doctor of Civil Law

United States Senator, State of Maine

- Spear, Joseph, Doctor of Science
Professor Emeritus, Northeastern University
- 1970 Allen, James E., Jr., Doctor of Educational Administration
Assistant Secretary, Education
United States Commissioner, Education
- Atkins, Thomas I., Doctor of Public Administration
Member, Boston City Council
- Collins, Michael, Doctor of Science
Assistant Secretary of State, Public Affairs, United States
- Cronkhite, Leonard W., Jr., Doctor of Laws
General Director, Children's Hospital Medical Center
- *Gart, Murray J., Doctor of Humane Letters
Chief Correspondent, Time-Life News Service
- Hadley, Edwin W., Doctor of Laws
Former Partner, Law Firm of Gallup and Hadley
- Heckler, Margaret M., Doctor of Humane Letters
United States Representative, 10th Congressional District, Commonwealth of Massachusetts
- *Jacobson, Eli, Doctor of Laws
Chairman of the Board, Chicago Dressed Beef Company, Inc.
- Probst, George E., Doctor of Humane Letters
Executive Director, National Commission for Cooperative Education
- *Quirico, Francis J., Doctor of Laws
Associate Justice, Supreme Judicial Court, Commonwealth of Massachusetts
- 1971 *Bailey, John Stephen, Doctor of Science in Education
President, Nasson College
- Banks, Talcott M., Doctor of Laws
Partner, Law Firm of Palmer & Dodge
President, Boston Symphony Orchestra
- Bennett, Wallace Foster, Doctor of Humanities
United States Senator, State of Utah
- *Coakley, Livingstone Nathaniel, Doctor of Laws
Minister of Works, Government of the Bahamas
- Collier, Abram Thurlow, Doctor of Humanities
President, New England Mutual Life Insurance Company
- Damon, Roger Conant, Doctor of Laws
Chairman of the Board and Chief Executive Officer, The First National Bank of Boston
- King, Coretta Scott, Doctor of Laws
Concert Artist, Lecturer, and Author
- Littlefield, Henry Wilson, Doctor of Science in Education
Vice President, Charles A. Dana Foundation, Inc.
- *Princi, Peter W., Doctor of Laws
Magistrate, United States District Court
- Sargent, Francis W., Doctor of Public Administration
Governor, Commonwealth of Massachusetts

- 1972 Barry, Sister Marie, Doctor of Laws
President, Emmanuel College
- Elliott, Byron K., Doctor of Humane Letters
President and Chairman (Retired), John Hancock Mutual Life Insurance Company
- Green, Edith, Doctor of Public Administration
United States Representative, State of Oregon
- *Hale, Allan M., Doctor of Laws
Associate Justice, Superior Court, Commonwealth of Massachusetts
- Havice, Charles W., Doctor of Laws
Dean, Chapel, Northeastern University
- *Lawler, Joseph C., Doctor of Engineering
President and Chairman of the Board, Camp, Dresser & McKee
- *Orr, James H., Doctor of Laws
Chairman of the Board, Colonial Management Associates, Inc.
- *Pai, Ei Whan, Doctor of Laws
Ambassador-at-Large, Republic of Korea
Special Envoy of the President, Republic of Korea
- Stokes, Rembert E., Doctor of Laws
President, Wilberforce University
- Waring, Lloyd B., Doctor of Political Science
Vice President, Kidder, Peabody and Company, Inc.
- 1973 *Abrams, Julius, Doctor of Engineering
President, Poley-Abrams Corporation
- Burgess, John Melville, Doctor of Divinity
Episcopal Bishop, Diocese of Massachusetts
- Cahners, Helene Rabb, Doctor of Laws
Chairman, Board of Trustees, Westbrook College
- Feldman, Marvin J., Doctor of Science in Education
President, Fashion Institute of Technology
- *Ferguson, David N., Doctor of Science
Corporate Vice President and General Manager, Electronics Division, Northrop Corporation
- Hallowell, Burton C., Doctor of Laws
President, Tufts University
- Martin, Lawrence H., Doctor of Humane Letters
Chairman of the Board and Chief Executive Officer (Retired), The National Shaumut Bank of Boston and Shaumut Association, Inc.
- Montoya, Joseph M., Doctor of Laws
United States Senator, State of New Mexico
- *Oztemel, Ara, Doctor of Business Administration
President and Chairman of the Board, Satra Corporation
- 1974 *Bateson, Lincoln C., Doctor of Business Administration
Vice President for Business, Northeastern University
- Cleveland, Laurence F., Doctor of Engineering
Professor of Electrical Engineering (retired), Northeastern University
- *Alumnus of Northeastern University

- *Donovan, Paul F., Doctor of Science
Director of the Office of Energy R&D Policy, National Science Foundation
- Foster, Luther H., Doctor of Humane Letters
President, Tuskegee Institute
- Fye, Paul MacDonald, Doctor of Laws
President and Director, Woods Hole Oceanographic Institute
- *Hurtig, Carl R., Doctor of Engineering
Executive Vice President and Director, Damon Corporation
- Newell, Barbara, Doctor of Literature
President, Wellesley College
- *Parsons, Edward S., Doctor of Humane Letters
Vice President for Business (retired), Northeastern University
- Stone, David B., Doctor of Laws
President, North American Management Corp.
- Ziegler, Vincent C., Doctor of Laws
Chairman of the Board, The Gillette Company
- 1975 *Brown, Martin, Doctor of Engineering
President, J. & M. Brown Co., Inc.
- Cross, K. Patricia, Doctor of Science
Senior Research Psychologist, Educational Testing Service, Berkeley, California
- *diScipio, Alfred, Doctor of Laws
President and Chief Executive Officer, Magnavox Consumer Electronics Company
- Golledge, The Reverend Robert Walter, Doctor of Divinity
Vicar, Old North Church
- Gross, Fritz A., Doctor of Engineering
Vice President-Engineering, Raytheon Company
- Hill, Richard Devereux, Doctor of Laws
President and Chief Executive Officer, The First National Bank of Boston, and First National Boston Corporation
- Ives, David O., Doctor of Humane Letters
President, WGBH Educational Foundation
- *Mock, Harold Adam, Doctor of Business Administration
Managing Partner (retired), Arthur Young & Company
- Monan, The Reverend J. Donald, S.J., Doctor of Humane Letters
President, Boston College
- Nelson, The Honorable David Sutherland, Doctor of Jurisprudence
Associate Justice, Massachusetts Superior Court

APPENDIX F

Faculty Senate

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1961-1962	Baker, Chester P.	Engineering	Chemical Engineering
	Barkley, David W.	Liberal Arts	Political Science
	Chang, Sze-Hou	Engineering	Electrical Engineering
	Dufton, Charles H.	Business Administration	Marketing
	Durham, E. Lawrence	Education	Social Science
	Foster, Arthur R.	Engineering	Mechanical Engineering
	*Hamilton, Roger S.	Dean, Business Administration	Dean of Administration of Evening Undergraduate Programs
	*Hanson, Arnold E.		Economics Management
	Herman, Sidney	Business Administration	Physics
	Keith, Lyman A.	Business Administration	Instruction
	*Lake, Wilfred S.	Dean, Liberal Arts	English
	Lanza, Giovanni	Engineering	Registrar of Basic Colleges
	Lee, Mary J.	Education	Industrial Relations
	Marston, Everett C.	Liberal Arts	Sociology and Anthropology
	*Morris, Rudolph M.	Business Administration	History
	Myers, A. Howard	Liberal Arts	Graphic Science
	Pitkin, Donald S.	Liberal Arts	Modern Languages
	Robinson, Raymond H.	Engineering	Dean of Administration of Day Undergraduate Programs
	Rochefort, J. Spencer	Liberal Arts	Civil Engineering
	Rook, Gustav S.		
	Ryan, James J.		
	*Ryder, Kenneth G.		
	Sanderson, Albert E., Jr.	Engineering	

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1962-1963	Scott, Ronald E.	Engineering	Electrical Engineering
	Slavin, Albert	Business Administration	Accounting
	Stubbs, Harold L.	Engineering	Mathematics
	*Vander Werf, Lester S.	Dean, Education	Physics
	Weinstein, Roy M.	Liberal Arts	Provost
	*White, William C.		Political Science
	Wilfong, R. Gregg	Liberal Arts	Chemistry
	Zuffanti, Saverio	Liberal Arts	
	Baker, Chester P.	Engineering	Chemical Engineering
	Barkley, David W.	Liberal Arts	Political Science
	Brown, Wendell R.	Education	Foundations
	Cleveland, Laurence F.	Engineering	Electrical
	Cook, Edward M.	Engineering	Mathematics
	Danielson, Hope F.	Education	Instruction
	Dufton, Charles H.	Business Administration	Marketing
	Foster, Arthur R.	Engineering	Mechanical Engineering
	Freeman, David R.	Engineering	Industrial Engineering
	*Hamilton, Roger S.	Dean, Business Administration	Dean of Administration of Evening Undergraduate Programs
	*Hanson, Arnold E.		Economics
	Herman, Sidney	Business Administration	Management
	*Keagle, LeRoy C.	Dean, Pharmacy	
	Keith, Lyman A.	Business Administration	
	*Lake, Wilfred S.	Dean, Liberal Arts	
	Lanza, Giovanni	Engineering	Physics
	Marston, Everett C.	Liberal Arts	English
	Myers, A. Howard	Business Administration	Industrial Relations
	Pitkin, Donald S.	Liberal Arts	Sociology

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1963-1964	Reis, Favio B.	Engineering	Mathematics
	Robinson, Raymond H.	Liberal Arts	History
	Rochefort, J. Spencer	Engineering	Electrical Engineering
	Rook, Gustav S.	Engineering	Graphic Science
	Ryan, James J.	Liberal Arts	Modern Languages
	*Ryder, Kenneth G.		Dean of Administration of Day Undergraduate Programs
	*Scott, Ronald E.	Dean, Engineering	Accounting
	Slavin, Albert	Business Administration	Psychology
	Warren, A. Bertrand	Liberal Arts	Physics
	Weinstein, Roy M.	Engineering	Provost
	*White, William C.		Dean and Director of Cooperative Education
	*Wooldridge, Roy L.		Chemistry
	Zuffanti, Saverio	Liberal Arts	Political Science
	Barkley, David W.	Liberal Arts	Foundations
	Brown, Wendell R.	Education	Electrical Engineering
	Cleveland, Laurence F.	Engineering	Mathematics
	Cook, Edward M.	Engineering	Marketing
	Dufton, Charles H.	Business Administration	Dean of Research
	*Essigmann, Martin W.		Mechanical Engineering
	Foster, Arthur R.	Engineering	Industrial Engineering
	Freeman, David R.	Engineering	Instruction
	Friedrich, Benjamin C.	Education	
	*Hamilton, Roger S.	Dean, Business Administration	Dean of Administration of Evening Undergraduate Programs
	*Hanson, Arnold E.		Economics
	Herman, Sidney	Business Administration	Pharmacology
	Inashima, O. James	Pharmacy	

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1964-1965	Keith, Lyman A.	Business Administration	Management
	*Lake, Wilfred S.	Dean, Liberal Arts	
	*MacDonald, Gilbert G.	Engineering	Dean of Students
	Muckenhaupt, Carl F.	Pharmacy	Electrical Engineering
	Raubenheimer, Herbert C.	Liberal Arts	Pharmacy
	Riser, Nathan W.	Liberal Arts	Biology
	Roberts, Louis E.	Liberal Arts	English
	Robinson, Raymond H.	Liberal Arts	History
	Rook, Gustav S.	Engineering	Graphic Science
	Rosenblatt, Norman	Liberal Arts	History
	*Ryder, Kenneth G.		Dean of Administration of Day Undergraduate Programs
	*Scott, Ronald E.	Dean, Engineering	Accounting
	Slavin, Albert	Business Administration	Civil Engineering
	Spencer, Ernest L.	Engineering	Chemical Engineering
	Troupe, Ralph A.	Engineering	Psychology
	Warren, A. Bertrand	Liberal Arts	Vice President and Provost
	*White, William C.		Chemistry
	Zuffanti, Saverio	Liberal Arts	
	Ammer, Dean S.	Business Administration	Management
	Benardete, Jane J.	Liberal Arts	English
	Blanchard, Ralph S., Jr.	Engineering	Mechanical Engineering
	Carrabes, Marcello J.	Engineering	Electrical Engineering
	Cord, Robert L.	Education	Instruction
	Filgo, Holland C., Jr.	Engineering	Mathematics
	Friedrich, Benjamin C.	Education	Instruction
	*Hamilton, Roger S.	Dean, Business Administration	
	Herman, Sidney	Business Administration	Economics

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Inashima, O. James	Pharmacy	Pharmacology
	King, William F.	Engineering	Electrical Engineering
	*Lake, Wilfred S.	Dean, Liberal Arts	
	*Morris, Rudolph M.	Engineering	Sociology-Anthropology
	Muckenhaupt, Carl F.	Business Administration	Electrical Engineering
	Myers, A. Howard	Engineering	Industrial Relations
	Pratt, Paul M.	Pharmacy	Cooperative Education
	Raubenheimer, Herbert C.	Liberal Arts	Pharmacy
	Riser, Nathan W.	Liberal Arts	Biology
	Roberts, Louis E.	Liberal Arts	English
	Robinson, Raymond H.	Liberal Arts	History
	Rosenblatt, Norman	Liberal Arts	History
	*Ryder, Kenneth G.	Dean, Engineering	Dean of Administration
	*Scott, Ronald E.	Business Administration	Accounting
	Slavin, Albert	Engineering	Civil Engineering
	Spencer, Ernest L.	Engineering	Dean of Adult Programs
	*Thompson, Loring M.	Engineering	Chemical Engineering
	Troupe, Ralph A.	Liberal Arts	Dean of the Graduate Division
	Vernon, Arthur A.	Engineering	Psychology
	Warren, A. Bertrand	Liberal Arts	Physics
	Weinstein, Roy	Liberal Arts	Vice President and Provost
	*White, William C.	Liberal Arts	Chemistry
	Zuffanti, Saverio		
1965-1966	*Allen, Lawrence A.	Business Administration	Dean, University College
	Ammer, Dean S.	Business Administration	Management
	Andersen, Anker V.	Liberal Arts	Accounting
	Benardete, Jane J.	Engineering	English
	Blanchard, Ralph S., Jr.		Mechanical Engineering

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Bosanko, Lydia A.	Nursing	Nursing
	Brightbill, Roger F.	Liberal Arts	Psychology
	Carrabes, Marcello J.	Engineering	Electrical Engineering
	Cord, Robert L.	Education	Instruction
	Filgo, Holland C., Jr.	Engineering	Mathematics
	Fogg, Walter L.	Liberal Arts	Philosophy and Religion
	Fullington, Norbert L.	Liberal Arts	History
	Inashima, O. James	Pharmacy	Pharmacology
	King, William F.	Engineering	Electrical Engineering
	*Lake, Wilfred S.	Dean, Liberal Arts	
	Lee, Frank F.	Liberal Arts	
	*MacDonald, Gilbert G.		Sociology-Anthropology
	McMahon, Thomas E.		Dean of Students
	Morris, Rudolph M.		Director of Cooperative Education
	Morse, Samuel F.	Liberal Arts	University Registrar
	Myers, A. Howard	Business Administration	English
	Nichols, Irene A.	Education	Industrial Relations
	Pratt, Paul M.	Engineering	Foundations
	*Ryder, Kenneth G.		Cooperative Education
	Saletan, Eugene J.	Engineering	Dean of Administration
	*Scott, Ronald E.	Dean, Engineering	Physics
	Shelby, George D.	Business Administration	
	Spencer, Ernest L.	Engineering	Economics
	Stuart, Robert D.	Engineering	Civil Engineering
	*Thompson, Loring M.		Electrical Engineering
	Troupe, Ralph A.	Engineering	Dean of Adult Programs
	Walker, Harold A.	Boston-Bouvé	Chemical Engineering
	Warren A. Bertrand	Liberal Arts	Physical Education
	Weinstein, Roy	Engineering	Psychology
			Physics

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1966-1967	Weiss, Karl H.	Liberal Arts	Chemistry
	*White, William C.		Vice President and Provost
	*Wilkinson, Harry E.	Dean, Business Administration	
	Wills, Suzzane E.	Boston-Bouvé	Physical Education
	Yorra, Alvin J.	Engineering	Mechanical Engineering
	Zuffanti, Saverio	Liberal Arts	Chemistry
	Andersen, Anker V.	Business Administration	Accounting
	Blanchard, Ralph S., Jr.	Engineering	Mechanical Engineering
	Bosanko, Lydia A.	Nursing	Nursing
	Brightbill, Roger F.	Liberal Arts	Psychology
	Brillhart, Russell E.	Pharmacy	Pharmacy
	Carrabes, Marcello J.	Engineering	Electrical Engineering
	Feer, Robert A.	Liberal Arts	History
	Feldman, James M.	Engineering	Electrical Engineering
	*Fitzgerald, Arthur E.		Dean of Faculty
	Fogg, Walter L.	Liberal Arts	Philosophy and Religion
	Fullington, Norbert L.	Liberal Arts	History
	Goolsby, Charles M.	Liberal Arts	Biology
	Haley, Charles F.	Education	Instruction
	Keith, Lyman A.	Business Administration	Management
	Khiralla, George	Liberal Arts	English
	King, William F.	Engineering	Electrical Engineering
	*Lake, Wilfred S.	Dean, Liberal Arts	
	Lee, Frank F.	Liberal Arts	
	*Lynn, Minnie L.	Dean, Boston-Bouvé	Sociology-Anthropology
	*McMahon, Thomas E.		Director of Cooperative Education
	Moore, James M.	Engineering	Industrial Engineering
	*Morris, Rudolph M.		University Registrar

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1967-1968	Nichols, Irene A.	Education	Foundations
	Pratt, Paul M.	Engineering	Cooperative Education
	*Rook, Gustav S.		Dean, Lincoln College
	Rubin, Morton S.	Liberal Arts	Sociology-Anthropology
	*Ryder, Kenneth G.		Dean of University Administration
	Saletan, Eugene J.	Engineering	Physics
	*Scott, Ronald E.	Dean, Engineering	
	Shelby, George D.	Business Administration	Economics
	Spencer, Ernest L.	Engineering	Civil Engineering
	Stuart, Robert D.	Engineering	Electrical Engineering
	*Thompson, Loring M.		Dean of Academic Planning
	Troupe, Ralph A.	Engineering	Chemical Engineering
	*Vernon, Arthur A.		Dean, Graduate Division
	Walker, Harold A.	Boston-Bouvé	Physical Education
	Weiss, Karl H.	Liberal Arts	Chemistry
	Wernitz, Henry O.	Liberal Arts	Biology
	Willet, Edward R.	Business Administration	Finance and Insurance
	Yorra, Alvin J.	Engineering	Mechanical Engineering
	*Bailey, John S.		Dean, University College
	Blanchard, Ralph S., Jr.	Engineering	Mechanical Engineering
	Bosanko, Lydia A.	Nursing	Nursing
	Brillhart, Russell E.	Pharmacy	Pharmacy
	Carrabes, Marcello J.	Engineering	Electrical Engineering
	Cord, Robert	Liberal Arts	Political Science
	Crocker, Goldie	Nursing	Nursing
	Feldman, James M.	Engineering	Electrical Engineering
	Ferullo, Robert J.	Education	Rehabilitation and Special Education
	*Fitzgerald, A.E.		Vice President and Dean of Faculty

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Fogg, Walter L.	Liberal Arts	Philosophy and Religion
	Fullington, Norbert L.	Liberal Arts	History
	Goolsby, Charles M.	Liberal Arts	Biology
	Grabel, Arvin	Engineering Education	Electrical Engineering
	Gulo, E. Vaughn	Education	Foundations
	Haley, Charles F.	Education	Instruction
	*Hekimian, James S.	Dean, Business Administration	
	Herman, Sidney	Liberal Arts	Economics
	Higgins, Richard	Business Administration	Management
	Khiralla, George	Liberal Arts	English
	*King, William F.	Dean, Engineering	
	*Lake, Wilfred S.	Dean, Liberal Arts	
	Lee, Frank F.	Liberal Arts	Sociology-Anthropology
	Lindhe, Richard	Business Administration	Accounting
	*MacDonald, Gilbert G.		Vice President for Student Affairs and Dean of Students
	Marple, Wesley W.	Business Administration	Finance and Insurance
	*McMahon, Thomas E.		Director, Cooperative Education
	*Morris, Rudolph M.		University Registrar
	Naudus, Harold	Liberal Arts	Chemistry
	Namyet, Saul	Engineering	Civil Engineering
	Pratt, Paul M.	Engineering	Cooperative Education
	Remillard, Wilfred J.	Engineering	Electrical Engineering
	Rubin, Morton S.	Liberal Arts	Sociology-Anthropology
	*Ryder, Kenneth G.		Vice President for University Administration
	Sorani, Giuliano	Engineering	Mathematics
	Stewart, Richard R.	Engineering	Chemical Engineering
	*Thompson, Loring M.		Vice President and Dean of Planning

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1968-1969	Walker, Harold A.	Boston-Bouvé	Physical Education
	Weinstein, Roy	Engineering	Physics
	Wernitz, Henry O.	Liberal Arts	Biology
	*Allen, Catherine L.	Dean, Boston-Bouvé	
	Barrs, James T.	Liberal Arts	English
	Blackman, Eugene J.	Liberal Arts	Drama
	Cord, Robert L.	Liberal Arts	Political Science
	Crocker, Goldie	Liberal Arts	Nursing
	Feldman, James M.	Engineering	Electrical Engineering
	Ferullo, Robert J.	Education	Rehabilitation and Special Education
	*Fitzgerald, Arthur E.		Vice President and Dean of Faculty
	Fogg, Walter L.	Liberal Arts	Philosophy and Religion
	Fullington, Norbert L.	Liberal Arts	History
	Gabel, Arvin	Engineering	Electrical Engineering
	*Hekimian, James S.	Dean, Business Administration	
	Higgins, Richard B.	Business Administration	Management
	Jenkins, John R. G.	Business Administration	Marketing
	Klein, Robert D.	Engineering	Mathematics
	Lee, Frank F.	Liberal Arts	Sociology-Anthropology
	* MacDonald, Gilbert G.		Vice President for Student Affairs and Dean of Students
	*Mark, Melvin	Dean, Engineering	
	Marple, Wesley W.	Business Administration	Finance and Insurance
	Mills, Ernest E.	Engineering	Mechanical Engineering
	*Morris, Rudolph M.		Dean, University Administration
	Naidus, Harold	Liberal Arts	Chemistry
	Namyet, Saul	Engineering	Civil Engineering
	Nichols, Irene A.	Education	Foundations of Education

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Remillard, Wilfred J.	Engineering	Electrical Engineering
	*Ryder, Kenneth G.	Pharmacy	Vice President for University Administration
	Schermerhorn, John W.	Dean, Liberal Arts	Pharmacy
	*Shepard, Robert A.	Engineering	Physics
	Shiffman, Carl A.	Liberal Arts	Music
	Snyder, Leo	Engineering	Mathematics
	Sorani, Giuliano	Engineering	Chemical Engineering
	Stewart, Richard R.	Education	Instruction
	Tedesco, Paul H.	Dean, Criminal Justice	
	*Tenney, Charles W., Jr.	Boston-Bouvé	Physical Education
	Walker, Harold A.	Engineering	Physics
	Weinstein, Roy	Liberal Arts	Philosophy and Religion
	Wellbank, Joseph H.	Liberal Arts	Art
	Wells, Robert L.		Vice President and Dean of Cooperative Education
	*Wooldridge, Roy L.		Political Science
	Worth, Steve	Liberal Arts	
1969-1970	Barrs, James T.	Liberal Arts	English
	Buonopane, Ralph A.	Engineering	Chemical Engineering
	Caligaris, Conrad R.	Liberal Arts	Economics
	Cord, Robert L.	Liberal Arts	Political Science
	Cunliffe, Frederick	Criminal Justice	Criminal Justice
	Dorie, Jeanne B.	Nursing	Nursing
	Feldman, James M.	Engineering	Electrical Engineering
	Francois, Martha E.	Liberal Arts	History
	Goldstein, Arnold S.	Pharmacy	Pharmacy
	Grabel, Arvin	Engineering	Electrical Engineering
	Hacker, Edward A.	Liberal Arts	Philosophy and Religion

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Higgins, Richard B.	Business Administration	Management
	Jenkins, John R. G.	Business Administration	Marketing
	Klein, Robert D.	Engineering	Mathematics
	Lenney, Joseph H.	Engineering	Civil Engineering
	*MacDonald, Gilbert G.		Vice President for Student Affairs and Dean of Students
	*Mark, Melvin	Dean, Engineering	
	*Marsh, Frank E., Jr.	Dean, Education	
	Mills, Ernest E.	Engineering	Mechanical Engineering
	Minichello, Robert J.	Business Administration	Marketing
	*Morris, Rudolph M.		Dean, University Administration
	Nichols, Irene A.	Education	Foundations of Education
	*Palmucci, John A.	Assistant Dean, Business Administration	
	Pratt, Paul M.	Engineering	Cooperative Education
	Remillard, Wilfred J.	Engineering	Electrical Engineering
	*Ryder, Kenneth G.		Vice President for University Administration
	*Schermerhorn, John W.	Pharmacy	Pharmacy
	*Shepard, Robert A.	Dean, Liberal Arts	
	Shiffman, Carl A.	Engineering	Physics
	Snyder, Leo	Liberal Arts	Music
	Tedesco, Paul H.	Education	Instruction
	Wellbank, Joseph H.	Liberal Arts	Philosophy and Religion
	Wells, Robert L.	Liberal Arts	Art
	Wiener, Robert N.	Liberal Arts	Chemistry
	*Wooldridge, Roy L.		Vice President and Dean of Cooperative Education
	Worth, Steven	Liberal Arts	Political Science
	Zamansky, Harold S.	Liberal Arts	Psychology

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1970-1971	Zobel, Richard C.	Boston-Bouvé	Physical Education
	*Ballou, Kenneth W.	Dean, University College	
	Barkley, David W.	Liberal Arts	Political Science
	Bosanko, Lydia A.	Nursing	Nursing
	Buonopane, Ralph A.	Engineering	Chemical Engineering
	Caligaris, Conrad P.	Liberal Arts	Economics
	Caplan, Robert H. III	Business Administration	Finance and Insurance
	Croke, Paul V.	Business Administration	Management
	Cunliffe, Frederick	Criminal Justice	Criminal Justice
	Dorie, Jeanne B.	Nursing	Nursing
	Goldstein, Arnold S.	Pharmacy	Pharmacy
	Grabel, Arvin	Engineering	Electrical Engineering
	*Hekimian, James S.	Dean, Business Administration	
	Jacobs, Donald M.	Liberal Arts	History
	Klein, Robert D.	Engineering	Mathematics
	Lee, Frank F.	Liberal Arts	Sociology-Anthropology
	Lenney, Joseph H.	Engineering	Civil Engineering
	*MacDonald, Gilbert G.		Vice President for Student Affairs
	*Mark, Melvin	Dean, Engineering	
	Medeiros, Robert A.	Liberal Arts	Political Science
	Minichello, Robert J.	Business Administration	Marketing
	*O'Toole, Thomas J.	Dean, Law	
	Pruett, Gordon E.	Liberal Arts	Philosophy and Religion
	Rabinovici, Benjamin M.	Engineering	Electrical Engineering
	Robinson, Raymond H.	Liberal Arts	History
	Rochefort, J. Spencer	Engineering	Electrical Engineering
	*Rosenblatt, Norman	Dean, Criminal Justice	
	Ruggles, Richard D.	Liberal Arts	Earth Science

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Rule, Wilfred P.	Engineering	Graphic Science
	*Ryder, Kenneth G.	Dean, Liberal Arts	Vice President for University Administration
	Shepard, Robert A.	Engineering	Physics
	*Shiffman, Carl A.	Education	Instruction
	Tedesco, Paul H.	Liberal Arts	English
	Wermuth, Paul C.	Liberal Arts	Chemistry
	Wiener, Robert N.		Vice President and Dean of Cooperative Education
	*Wooldridge, Roy L.		Mechanical Engineering
	Yorra, Alvin J.	Engineering	Foundations of Education
	Zalinger, Alvin D.	Education	Psychology
	Zamansky, Harold S.	Liberal Arts	Physical Education
	Zobel, Richard C.	Boston-Bouvé	
1971-1972	*Ballou, Kenneth W.	Dean, University College	Economics
	Caligaris, Conrad P.	Liberal Arts	Finance and Insurance
	Caplan, Robert H. III	Business Administration	Management
	Croke, Paul V.	Business Administration	Nursing
	DeScenza, Flora M.	Nursing	Instruction
	Favat, F. Andre	Education	Industrial Engineering
	Fisher, Austin W., Jr.	Engineering	Philosophy and Religion
	Fogg, Walter L.	Liberal Arts	Foundations
	Gulo, E. Vaughn	Education	
	*Hekimian, James S.	Dean, Business Administration	Economics
	Horowitz, Morris A.	Liberal Arts	History
	Jacobs, Donald M.	Liberal Arts	Chemistry
	Jankowski, Conrad M.	Liberal Arts	
	*Keagle, Leroy C.	Dean, Pharmacy & Allied Health Professions	

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Klein, Robert D.	Liberal Arts	Mathematics
	*MacDonald, Gilbert G.		Vice President for Student Affairs
	*Mark, Melvin	Dean, Engineering	
	*Marsh, Frank E., Jr.	Dean, Education	
	Martin, Robert N.	Engineering	
	McDonald, Philip R.	Business Administration	
	Medeiros, James A.	Liberal Arts	Electrical Engineering
	Miller, Robert W.	Liberal Arts	Marketing
	Pruett, Gordon E.	Liberal Arts	Political Science
	Rabinovici, Benjamin M.	Engineering	Cooperative Education
	Reinhard, John F.	Pharmacy & Allied Health	Philosophy and Religion
	Rocheftort, J. Spencer	Engineering	Electrical Engineering
	Ruggles, Richard D.	Liberal Arts	Pharmacology
	Rule, Wilfred P.	Engineering	Electrical Engineering
	*Ryder, Kenneth G.		Earth Science
	Senna, Joseph J.	Criminal Justice	Graphic Science
	Shaffer, Kathryn J.	Boston-Bouvé	Vice President for University Administration
	*Shepard, Robert A.	Dean, Liberal Arts	Criminal Justice
	Shiffman, Carl A.	Engineering	Physical Therapy
	Tedesco, Paul H.	Education	
	Weinstein, Roy	Engineering	Physics
	Wernuth, Paul C.	Liberal Arts	Physics
	Williamson, M. Delaine	Nursing	English
	*Wooldridge, Roy L.		Nursing
			Vice President and Dean of Cooperative Education
1972-1973	*Allen, Catherine L.	Dean, Boston-Bouvé	
	Aluf, Israel	Liberal Arts	Modern Languages
	Caligaris, Conrad P.	Liberal Arts	Economics

* Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Chamberlain, Charlotte M.	Liberal Arts	Economics
	Cord, Robert L.	Liberal Arts	Political Science
	Cromer, Alan H.	Liberal Arts	Physics
	DeScenza, Flora M.	Nursing	Nursing
	Favat, F. Andre	Education	Curriculum and Instruction
	Finkenaar, Robert F., Jr.	Engineering	Graphics
	Fisher, Austin W., Jr.	Engineering	Engineering Management
	*Fitzgerald, Arthur E.		Vice President and Dean of Faculty
	Fogg, Walter L.		Philosophy and Religion
	*Hekimian, James S.	Liberal Arts	
	Horowitz, Morris A.	Dean, Business Administration	Economics
	Jacobs, Donald M.	Liberal Arts	History
	Jankowski, Conrad M.	Liberal Arts	Chemistry
	*Long, Juanita O.	Dean, Nursing	
	*MacDonald, Gilbert G.		Vice President for Student Affairs
	*Mark, Melvin	Dean, Engineering	
	Marshall, Edward S.	Business Administration	Management
	Martin, Robert N.	Engineering	Electrical Engineering
	McDonald, Philip R.	Business Administration	Marketing and Management
	Miller, Robert W.	Liberal Arts	Cooperative Education
	Nichols, Irene A.	Education	Foundations of Education
	*O'Byrne, John C.	Dean, Law School	
	Rabinovici, Benjamin M.	Engineering	Electrical Engineering
	Reinhard, John F.	Pharmacy & Allied Health	Pharmacology
	Rochefort, J. Spencer	Engineering	Electrical Engineering
	*Ryder, Kenneth G.		Executive Vice President
	Saletan, Eugene J.	Liberal Arts	Physics
	Senna, Joseph J.	Criminal Justice	Criminal Justice

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1973-1974	Shaffer, Kathryn J.	Boston-Bouvé	Physical Therapy
	*Shepard, Robert A.	Dean, Liberal Arts	
	Sullivan, Ruth E.	Liberal Arts	English
	Tedesco, Paul H.	Education	Curriculum and Instruction
	Walker, Arthur H.	Business Administration	Management
	Weinstein, Roy	Liberal Arts	Physics
	Wermuth, Paul C.	Liberal Arts	English
	Williamson, M. Delaine	Nursing	Nursing
	*Wooldridge, Roy L.		Vice President and Dean of Cooperative Education
	Aluf, Israel	Liberal Arts	Modern Languages
	*Ballou, Kenneth W.	Dean, University College	
	Bernstein, Samuel J.	Liberal Arts	English
	Chamberlain, Charlotte M.	Liberal Arts	Economics
	Cord, Robert L.	Liberal Arts	Political Science
	Cromer, Alan H.	Liberal Arts	Physics
	Curtin, Robert S.	Boston-Bouvé	Physical Education
	DeScenza, Flora M.	Nursing	Nursing
	Dufton, Charles H.	Business Administration	Marketing
	Dunn, John F.	Engineering	Mechanical Engineering
	Edelin, Ramona H.	Liberal Arts	Afro-American Studies
	Feldman, James M.	Engineering	Electrical Engineering
	Finkenaar, Robert G., Jr.	Engineering	Graphic Science
	*Fitzgerald, Arthur E.		Vice President and Dean of Faculty
	Fullington, Norbert L.	Liberal Arts	History
	Hehre, Robert J.	Business Administration	Finance
	*Hekimian, James S.	Dean, Business Administration	
	Jankowski, Conrad M.	Liberal Arts	Chemistry

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
1974-1975	Kaufman, Maurice	Education	Curriculum and Instruction
	*Kennedy, Christopher Klein, Robert D.	Liberal Arts	Dean of Students Mathematics
	*Mark, Melvin	Dean, Engineering	Management
	Marshall, Edward S.	Business Administration	Cooperative Education
	Miller, Robert W.	Liberal Arts	Criminal Justice
	Natoli, Richard G.	Criminal Justice	Foundations of Education
	Nichols, Irene A.	Education	Acting Dean, Cooperative Education
	*Pratt, Paul M.	Engineering	Electrical Engineering
	Rabinovici, Benjamin M.	Pharmacy & Allied Health	Pharmacology
	Reinhard, John F.	Engineering	Vice President, Finance
	*Roberts, Daniel J.	Dean, Criminal Justice	Electrical Engineering
	Rochefort, J. Spencer	Liberal Arts	Executive Vice President
	*Rosenblatt, Norman	Boston-Bouvé	Physics
	*Ryder, Kenneth G.	Dean, Liberal Arts	Physical Therapy
	Saletan, Eugene J.	Liberal Arts	English
	Shaffer, Kathryn J.	Liberal Arts	Physics
	*Shepard, Robert A.	Liberal Arts	English
	Sullivan, Ruth E.	Nursing	Nursing
	Weinstein, Roy	Assistant Dean, Business Administration	
	Wermuth, Paul C.	Liberal Arts	History
	Williamson, M. Delaine	Engineering	Industrial Engineering
	*Anderson, Harley H.	Liberal Arts	Political Science
	Blaisdell, Charmarie J.	Liberal Arts	Dean, Academic Services
	Buonocristiani, John F.	Boston-Bouvé	Physical Education
	Cord, Robert L.		
	*Curry, John A.		
	Curtin, Robert S.		

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	DeScenza, Flora M.	Nursing	Nursing
	Dorress, Irvin	Education	Counselor Education
	Dromgoole, John	Boston-Bouvé	Cooperative Education
	Dufton, Charles H.	Business Administration	Marketing
	Dunn, John F.	Engineering	Mechanical Engineering
	Edelin, Ramona H.	Liberal Arts	Afro-American Studies
	Feldman, James M.	Engineering	Electrical Engineering
	Finkenaar, Robert G., Jr.	Engineering	Graphic Science
	*Fitzgerald, Arthur E.		Vice President and Dean of Faculty
	Flynn, Edith E.	Criminal Justice	Criminal Justice
	Fullington, Norbert L.	Liberal Arts	History
	Glaubman, Michael J.	Liberal Arts	Physics
	Greenberg, Suzanne B.	Pharmacy & Allied Health	Physician's Assistance Program
	Hehre, Robert J.	Business Administration	Finance
	Herman, Gerald H.	Liberal Arts	History
	Jacobs, Donald M.	Liberal Arts	History
	Jankowski, Conrad M.	Liberal Arts	Chemistry
	Kaufman, Maurice	Education	Curriculum and Instruction
	*Kennedy, Christopher		Dean of Students
	Klein, Robert D.	Liberal Arts	Mathematics
	*Mark, Melvin	Dean, Engineering	
	Miller, Robert W.	Liberal Arts	Cooperative Education
	Nichols, Irene A.	Education	Foundations of Education
	*Pratt, Paul M.		Dean, Cooperative Education
	Pruett, Gordon E.	Liberal Arts	Philosophy and Religion
	*Roberts, Daniel J., Jr.		Vice President, Finance
	*Rusche, Philip J.		
	*Ryder, Kenneth G.	Associate Dean, Education	Executive Vice President

*Administrative appointment

<i>Academic Year</i>	<i>Member</i>	<i>College</i>	<i>Department</i>
	Schmitt, David E.	Liberal Arts	Political Science
	*Shepard, Robert A.	Dean, Liberal Arts	
	Stubbs, Harold L.	Liberal Arts	Mathematics
	Weinstein, Roy	Liberal Arts	Physics
	Williamson, M. Delaine	Nursing	Nursing
	Yorra, Alvin L.	Engineering	Mechanical Engineering

APPENDIX G

Faculty Appointments, 1959–1975

APPOINTMENTS EFFECTIVE SEPTEMBER 1959

<i>Faculty Member</i>	<i>Appointed to</i>
Borden, Neil H., Jr.	Assistant Professor of Marketing
Cahoon, Leroy M.	Assistant Professor of Civil Engineering
Cohen, Stephen	Assistant Professor of Chemistry
Cook, David R.	Assistant Professor of Education
Crowe, Robert M.	Assistant Professor of Finance and Insurance
Danielson, Hope	Assistant Professor of Education
Dunlap, Ellen H.	Assistant Professor of Mathematics
Glaubman, Michael J.	Assistant Professor of Physics
Howes, Victor E.	Assistant Professor of English
Killough, Hugh B.	Visiting Professor of Economics
Kleinschmidt, R. Stevens	Assistant Professor of Civil Engineering
Laste, Earle R.	Assistant Professor of Electrical Engineering
Mueller, Stephen J.	Associate Professor of Management
Rugina, Anghel N.	Associate Professor of Finance
Stuart, Robert D.	Assistant Professor of Research in Communications
Zymelman, Manuel	Assistant Professor of Economics

APPOINTMENTS EFFECTIVE SEPTEMBER 1960

Andersen, Anker Valdemar	Assistant Professor of Finance
Hauser, Walter	Associate Professor of Physics
Hehre, Robert John	Assistant Professor of Accounting
Herrnstadt, Irwin L.	Assistant Professor of Economics
Hurwitz, Frank L.	Associate Professor of Management
Janke, Leota Long	Associate Professor of Education
Keevil, Charles Samuel	Professor of Chemical Engineering
Knight, Richard Bunting	Associate Professor of Accounting
Kwang, Ching-Wen	Professor of Economics and Accounting
Leano, Pedro C.	Associate Professor of Management and Finance
Malenka, Bertram J.	Associate Professor of Physics
Margolin, Reuben J.	Associate Professor of Social Sciences
Namyet, Saul	Associate Professor of Civil Engineering
Reis, Flavio B.	Associate Professor of Mathematics
Sheehan, Robert	Associate Professor in Public Administration
Shelby, George D.	Associate Professor of Economics
Weinstein, Roy	Associate Professor of Physics
Wernitz, Henry O.	Assistant Professor of Biology
Wilmarth, David L.	Assistant Professor of Natural Science
Zotos, John	Assistant Professor of Mechanical Engineering

APPOINTMENTS EFFECTIVE SEPTEMBER 1961

Benardete, Jane M.	Assistant Professor of English
Brambilla, Amedeo	Assistant Professor of Electrical Engineering
Brown, Wendell	Assistant Professor of Education

Faculty Member

Bursey, L. Gerald
 Collazzo, Charles J., Jr.
 Cromer, Alan H.
 Dempsey, Laurence F.
 Ferdinand, Theodore N.
 Filgo, Holland C., Jr.
 Fox, John W.

Frades, Florence D.

Friedman, Marvin H.
 Friedrich, Benjamin C.
 Gettner, Marvin W.
 Goldstein, Harold M.
 Goodwin, Bernard M.
 Graves, Hall H.
 Greyber, Howard D.
 Kiriazis, Charles
 Kuch, David H.
 Moore, James M.

Nouri, Clement J.
 Robinson, Raymond

Roebber, John L.
 Rogolsky, Saul
 Rosenberg, Fred A.
 Saletan, Eugene J.
 Sternlieb, George
 Wang, Tso-Chou

Appointed to

Associate Professor of Political Science
 Assistant Professor of Marketing
 Assistant Professor of Physics
 Assistant Professor of Chemistry
 Assistant Professor of Sociology
 Associate Professor of Mathematics
 Associate Professor of Physical Education and Chairman of the Department
 Assistant Professor and Director of Physical Education for Women
 Associate Professor of Physics
 Assistant Professor of Education
 Assistant Professor of Physics
 Assistant Professor of Finance
 Assistant Professor of Chemical Engineering
 Assistant Professor of Graphic Science
 Associate Professor of Physics
 Assistant Professor of Psychology
 Assistant Professor of Continuing Education
 Professor of Industrial Engineering and Chairman of the Department
 Assistant Professor of Management
 Associate Professor of History and Chairman of the Department
 Assistant Professor of Chemistry
 Assistant Professor of Education
 Assistant Professor of Biology
 Assistant Professor of Physics
 Assistant Professor of Marketing
 Associate Professor of Mechanical Engineering

APPOINTMENTS EFFECTIVE SEPTEMBER 1962

Acharya, Raghunath
 Arnowitz, Richard L.
 Balser, Mrs. Arienne S.
 Cord, Robert L.
 DeCicco, Ernest M.
 Eitel, Michael J.
 Eyges, Mrs. Gertrude H.
 Firnkas, Josef
 Ghosh, Amiya K.
 Goodman, Alvin S.
 Holton, William F.
 Howards, Melvin
 Hutchinson, L. Charles
 Jaramillo, Samuel
 Kernweis, Nicholas P.

Assistant Professor of Physics
 Professor of Physics
 Assistant Professor of Mathematics
 Assistant Professor of Education
 Assistant Professor of Finance
 Assistant Professor of Chemistry
 Assistant Professor of Modern Languages
 Associate Professor of Civil Engineering
 Research Associate in Chemistry
 Associate Professor of Civil Engineering
 Assistant Professor of Chemistry
 Assistant Professor of Education
 Associate Professor of Mathematics
 Assistant Professor of Modern Languages
 Assistant Professor of Electrical Engineering

Faculty Member

Köller, Horst
 Krause, George M.
 Lai, David C.
 Martin, John H.
 McCarthy, Daniel J.
 McLean, Robert C., Jr.
 Meserve, Robert L.
 Morse, Samuel F.
 Nadeau, Roland L.
 Nowak, Welville B.
 Oberholtzer, John D.
 Pearincott, Joseph V.
 Rapoport, Robert N.
 Remillard, Wilfred J.
 Sandler, Sheldon S.
 Seed, Richard G.
 Starrett, Andrew
 Stenbridge, Stanley R.
 Stern, Robert L.
 Talag, Miss Trinidad S.
 Zobel, Richard C.

Appointed to

Research Associate in Chemistry
 Associate Professor of Pharmacy
 Associate Professor of Electrical Engineering
 Assistant Professor of English
 Assistant Professor of Management
 Assistant Professor of Education
 Assistant Professor of Civil Engineering
 Associate Professor of English
 Assistant Professor of Music
 Associate Professor of Research in Mechanical Engineering
 Assistant Professor of Physics
 Assistant Professor of Biology
 Research Professor of Sociology and Anthropology
 Associate Professor of Electrical Engineering
 Assistant Professor of Electrical Engineering
 Associate Professor of Electrical Engineering
 Assistant Professor of Biology
 Assistant Professor of History
 Assistant Professor of Chemistry
 Assistant Professor of Physical Education
 Assistant Professor of Physical Education

APPOINTMENTS EFFECTIVE SEPTEMBER 1963

Aaron, Ronald	Assistant Professor of Physics
Anderson, Floyd E.	Associate Professor of Medicinal Chemistry
Bonawitz, Irving M.	Associate Professor of Accounting
Bryant, James R.	Associate Professor of Continuing Education
Corman, Joel	Assistant Professor of Management
Day, Helene R.	Assistant Professor of Modern Languages
Dethy, Ray C.	Assistant Professor of Education and Acting Chairman of the Department of Instruction
Englund, John H.	Associate Professor of Physical Education
Epstein, David I.	Associate Professor of Mathematics
Feer, Robert A.	Associate Professor of History
Fitzgerald, Arthur E.	Professor of Electrical Engineering and Chairman of the Department
Frost, William J.	Assistant Professor of Continuing Education
Gainor, Charles	Associate Professor of Biology
Golburgh, Stephen J.	Assistant Professor of Education
Goldman, Minton F.	Assistant Professor of Political Science
Hartman, Richard O.	Assistant Professor of Philosophy
Higa, Masanori	Assistant Professor of Education
Hiscox, Elizabeth Ann	Assistant Professor of Psychology and Counselor in the Department of Testing and Counseling
Karger, Barry L.	Assistant Professor of Chemistry
Katz, Israel	Associate Professor of Continuing Education
Kellner, Wayne	Assistant Professor of Electrical Engineering
Langberg, Edwin	Adjunct Professor of Electrical Engineering

Faculty Member

Maguire, John F.
 Naidus, Harold
 Nichols, Irene
 Raemer, Harold
 Reinhard, John F.
 Schloss, Gilbert A.
 Tien, H. Ti
 Von Goeler, Eberhard
 Weiss, Morton S.
 Worth, Steve

Appointed to

Assistant Professor of Education
 Associate Professor of Chemistry
 Assistant Professor of Education
 Associate Professor of Electrical Engineering
 Professor of Pharmacology and Chairman of the
 Department of Pharmacology
 Assistant Professor of English
 Assistant Professor of Chemistry
 Visiting Assistant Professor of Physics
 Assistant Professor of Physics
 Associate Professor of Political Science

APPOINTMENTS EFFECTIVE SEPTEMBER 1964

Allen, Catherine L.	Professor of Recreation and Physical Education
Arees, Edward A.	Assistant Professor of Psychology
Barrett, Kate R.	Assistant Professor of Physical Education
Booth, Neville A.	Associate Professor of Biological Science
Bosanko, Lydia S.	Assistant Professor of Nursing
Buddington, Winton H.	Assistant Professor of Education
Butters, Robert S.	Assistant Professor of Education
Carlisle, Katherine	Associate Professor of Physical Therapy
Cass, William E.	Associate Professor of Chemistry
Charbonneau, Veronica A.	Associate Professor of Nursing
Cogbill, Bell A.	Associate Professor of Electrical Engineering
Crofts, Geoffrey	Professor of Actuarial Science and Dean of the Graduate School of Actuarial Science
Currie, Douglas G.	Assistant Professor of Physics
Cushman, Jean L.	Assistant Professor of Nursing
Fiumara, Angelo J.	Assistant Professor of Business Law
Gonyow, Mary E.	Associate Professor of Nursing
Gorenstein, Daniel	Professor of Mathematics
Grabel, Arvin	Assistant Professor of Electrical Engineering
Gresser, Joseph D.	Assistant Professor of Chemistry
Hacker, Edward A.	Assistant Professor of Philosophy
Haimo, Franklin	Visiting Professor of Mathematics
Hajian, Arshag B.	Associate Professor of Mathematics
Higgins, Richard B.	Assistant Professor of Management
Hoover, Stewart V.	Assistant Professor of Industrial Engineering
Hottinger, William L.	Assistant Professor of Physical Education
Jaworski, Walter E.	Assistant Professor of Civil Engineering
Jeannero, Marshall J.	Assistant Professor of Economics
Lee, Frank F.	Professor of Sociology and Chairman of the Department
Lunt, Joanne M.	Assistant Professor of Physical Education
Luttgens, Kathryn	Associate Professor of Physical Education
MacPherson, Richard	Associate Professor of Adult Education and Chairman of Business Programs for University College
McCarthy, Daniel J.	Professor of Management and Director of the Graduate School of Business Administration

*Faculty Member**Appointed to*

Miner, Harold A.	Assistant Professor of Education
Mullins, Robert W.	Associate Professor of Management
Murphy, Richard J.	Assistant Professor of Mechanical Engineering
Needham, Merrill A.	Assistant Professor of Social Science
Nelson, Warren G.	Associate Professor of Mechanical Engineering
Nuttall, Ronald L.	Associate Professor of Sociology and Director of Research—Russell B. Stearns Study of Social and Ethical Standards
Parker, Lawrence L.	Assistant Professor of Industrial Engineering
Read, Robert W.	Assistant Professor of Education
Reynolds, Olive N.	Assistant Professor of Nursing
Rowlands, Jeanne L.	Assistant Professor of Physical Education
Rule, Wilfred P.	Associate Professor of Graphic Science
Salzman, George	Visiting Associate Professor of Physics
Samuels, Ina	Assistant Professor of Psychology
Shaffer, Kathryn J.	Associate Professor of Physical Therapy
Sorani, Giuliano	Associate Professor of Mathematics
Space, Mary A.	Assistant Professor of Nursing
Taylor, Robert G.	Associate Professor of Accounting
Tesson, William A.	Assistant Professor of Music
Van Slyck, Elizabeth W.	Assistant Professor of Physical Therapy
Vaughn, Michael T.	Associate Professor of Physics
Williams, Edward B.	Assistant Professor of Modern Languages
Williams, John A.	Assistant Professor of Chemical Engineering
Wills, Suzzane E.	Assistant Professor of Modern Languages
Wood, Nelson F.	Assistant Professor of Physical Education
Zelinski, Joseph J.	Associate Professor of Mechanical Engineering

APPOINTMENTS EFFECTIVE SEPTEMBER 1965

Alster, Jonas	Assistant Professor of Physics
Barkley, Fred A.	Professor of Botany
Bergeron, John A.	Associate Professor of Economics
Bonic, Robert A.	Associate Professor of Mathematics
Bowers, William J.	Assistant Professor of Sociology
Buoncrisiani, John F.	Assistant Professor of Industrial Engineering
Chuma, Delores C.	Assistant Professor of Nursing
Cochrane, John J.	Assistant Professor of Civil Engineering
Coleman, Thomas C., Jr.	Assistant Professor of Mechanical Engineering
Coser, Rose L.	Associate Professor of Sociology
Crocker, Goldie	Associate Professor of Nursing
D'Amelio, Joseph P.	Assistant Professor of Accounting
DeLancey, Robert W.	Associate Professor of English Education
Domey, William R.	Assistant Professor of Civil Engineering
Dorie, Jeanne B.	Assistant Professor of Nursing
Dunphy, Barbara A.	Assistant Professor of Nursing
Fabrizi, Benedetto	Associate Professor of Modern Languages
Feldman, James M.	Associate Professor of Electrical Engineering
Finnegan, Janet A.	Assistant Professor of Nursing

Faculty Member

Fisher, Austin W.
 Gonsalves, Robert A.
 Gordon, Bernard L.
 Gottschalk, Bernard
 Greenberg, Marin J.
 Kaufman, Maurice
 Kearns, Jeanne M.
 Kenney, Helen J.
 Krause, Elliott A.
 Larson, Charles E.
 Leeds, Donald S.
 Lehmkuhl, Carlton B.
 Lent, Richard H.
 Leung, George Y.
 Long, Juanito O.
 Minichiello, Robert J.
 Moyer, Samuel E.
 Nielsen, Gordon L.
 Pershe, Edward R.
 Priem, Andre P.
 Pytel, Andrew
 Renton, Charles A.
 Ribenboim, Paulo
 Schachter, Gustav
 Schetzen, Martin
 Schissler, Dale R.
 Schwab, Walter C.
 Sledd, Hassell B.
 Sommers, Roderic W.
 Sostek, Alan B.
 Srivastava, Yogendra N.
 Tedesco, Paul H.
 Torok, Charles H.
 Wellbank, Joseph H.
 Wheaton, Donald J.

Appointed to

Associate Professor of Engineering Management
 Assistant Professor of Electrical Engineering
 Assistant Professor of Natural Science
 Assistant Professor of Physics
 Associate Professor of Mathematics
 Assistant Professor of Education
 Assistant Professor of Nursing
 Associate Professor of Education
 Assistant Professor of Sociology
 Assistant Professor of Physical Education
 Assistant Professor of Education
 Assistant Professor of Education
 Assistant Professor of Psychology
 Visiting Assistant Professor of Physics
 Assistant Professor of Nursing
 Associate Professor of Marketing
 Assistant Professor of Biology
 Associate Professor of Accounting
 Associate Professor of Civil Engineering
 Assistant Professor of Management
 Assistant Professor of Mechanical Engineering
 Associate Professor of Electrical Engineering
 Visiting Professor of Mathematics
 Assistant Professor of Economics
 Associate Professor of Electrical Engineering
 Assistant Professor of Psychology
 Associate Professor of Electrical Engineering
 Assistant Professor of English
 Assistant Professor of Cooperative Education
 Associate Professor of Psychology in Education
 Visiting Assistant Professor of Physics
 Assistant Professor of Social Studies in Education
 Assistant Professor of Sociology
 Assistant Professor of Philosophy
 Assistant Professor of Economics

APPOINTMENTS EFFECTIVE SEPTEMBER 1966

Amory, Reginald L.	Assistant Professor of Civil Engineering
Armington, John C.	Professor of Psychology
Bailey, Joseph C.	Professor of Human Relations
Baptiste, Ronald E.	Assistant Professor of Social Science in Education
Brudnoy, David	Assistant Professor of History
Buffone, Nicholas J.	Assistant Professor of Education
Burrill, Marjorie O.	Assistant Professor of Education
Caligaris, Conrad P.	Assistant Professor of Economics
Clark, Thomas H.	Assistant Professor of Mathematics in Education
Cossaboom, Roger A.	Assistant Professor of Finance
Curran, Joseph R.	Assistant Professor of Accounting

Faculty Member

Duff, Robert M.
 Etscovitz, Lionel P.
 Ferguson, John D.
 Frampton, John N.
 Freilich, Morris
 George, Edward Y.
 Goheen, Royal L.
 Goldstein, Arnold S.
 Goodfellow, O. Barbara
 Gulo, E. Vaughn
 Harmon, Ruth E.
 Harrington, Thomas F., Jr.
 Havens, Leonard M.
 Iwahori, Nagayoshi
 Johns, Marjorie P.
 Johnston, Roy J.
 Jones, Ralph C.
 Kendrick, John H.
 Khudairi, Abdul-Karim M.
 Lieb, Elliott H.
 Lindhe, Richard
 Lowenthal, Morton
 Mahut, Helen S.
 Marple, Wesley W.
 Miller, Walter T., Jr.
 Morrison, Richard J.
 Nath, Pran
 O'Shea, Arthur J.
 Palmer, Edwin D.
 Petralia, Guy A.
 Poenaru, Valentin A.
 Pretzer, C. Andrew
 Richards, Paul C.
 Robinson, Frank M.
 Rochfort, George B., Jr.
 Roy, Prabuddha N.
 Samaras, John N.
 Schafer, Stephen
 Schermerhorn, John W.
 Sexton, Ralph W.
 Sharon, Yitzhak Y.
 Shulman, James S.
 Sobota, Catherine M.
 Soloway, Albert H.
 Stiefel, Robert C.
 Teichner, Warren H.
 Toubbeh, Jamil I.

Appointed to

Assistant Professor of Electrical Engineering
 Assistant Professor of Education
 Assistant Professor of Sociology
 Assistant Professor of Mathematics
 Associate Professor of Sociology
 Associate Professor of Management Sciences
 Assistant Professor of Physical Education
 Assistant Professor of Pharmacy Administration
 Assistant Professor of Nursing
 Associate Professor of Psychology in Education
 Assistant Professor of Education
 Assistant Professor of Counselor Education
 Assistant Professor of Art
 Visiting Professor of Mathematics
 Assistant Professor of Nursing
 Director of Instructional Television and Assistant Professor
 of Educational Technology
 Professor of Accounting
 Assistant Professor of Continuing Education
 Professor of Biology
 Professor of Physics
 Associate Professor of Accounting
 Associate Professor of Electrical Engineering
 Associate Professor of Psychology
 Assistant Professor of Finance
 Assistant Professor of Psychology in Education
 Assistant Professor of Marketing
 Assistant Professor of Physics
 Counselor and Assistant Professor of Education
 Assistant Professor of Political Science
 Assistant Professor of Education
 Professor of Mathematics
 Assistant Professor of Civil Engineering
 Assistant Professor of Accounting
 Assistant Professor of Recreation
 Associate Professor of Education
 Assistant Professor of Economics
 Associate Professor of Management
 Professor of Sociology and Criminology
 Professor of Pharmacy
 Assistant Professor of Mechanical Engineering
 Assistant Professor of Physics
 Associate Professor of Business Administration
 Assistant Professor of Education
 Associate Professor of Medicinal Chemistry
 Associate Professor of Civil Engineering
 Professor of Psychology
 Associate Professor of Speech Pathology and Audiology

Faculty Member

Von Briesen, Hans, Jr.
 Walls, Edward L., Jr.
 Warga, Jack
 Weisenberg, Gerald M.
 Will, Roland G.
 Woods, Joseph M.
 Zif, Jehiel

Appointed to

Assistant Professor of Physics
 Assistant Professor of Finance
 Professor of Mathematics
 Assistant Professor of English
 Visiting Professor of Social Science in Education
 Assistant Professor of Business Administration
 Assistant Professor of Management Sciences

APPOINTMENTS EFFECTIVE SEPTEMBER 1967

Ahlberg, H. David	Assistant Professor of Biology
Alperin, Jonathan L.	Visiting Associate Professor of Mathematics
Argyres, Petros N.	Visiting Professor of Physics
Bicknell, Joan C.	Assistant Professor of Music
Christensen, Carl S.	Associate Professor of Physical Education for Men
Crisley, Francis D.	Chairman and Professor of Biology
Cunliffe, Frederick	Associate Professor of Criminal Justice
DeScenza, Flora M.	Assistant Professor of Nursing
DesMarteau, Darryl D.	Assistant Professor of Chemistry
Dorress, Irvin	Assistant Professor of Counselor Education
Fodor, Iris E.	Assistant Professor of Psychology in Education
Francois, Martha E.	Associate Professor of History
Gablks, Janis Z.	Associate Professor of Biology
Goldberg, Hyman	Assistant Professor of Physics
Gregory, Constantine J.	Assistant Professor of Environmental Science
Hall, David R.	Assistant Professor of Industrial Engineering
Jenkins, John G.	Associate Professor of Marketing
Kobe, Donald H.	Visiting Assistant Professor of Physics
Konchagulian, Beverly J.	Assistant Professor of Nursing
Lutz, Gerhard	Visiting Assistant Professor of Physics
Madden, Maddan	Assistant Professor of Mechanical Engineering
Mazur, Barry	Visiting Professor of Mathematics
McCay, Albert H.	Chairman and Associate Professor of Recreation Education
Meehan, James W., Jr.	Assistant Professor of Economics
Messler, Eunice C.	Assistant Professor of Nursing
Michael, Sally J.	Assistant Professor of Philosophy
Mini, Peter V.	Assistant Professor of Economics
Neighbor, James E.	Assistant Professor of Physics
Norman, Anna E.	Assistant Professor of Nursing
Parker, Sandra M.	Assistant Professor of Education
Phillips, Sidney H.	Associate Professor of Management
Pruyn, Frederick J.	Assistant Professor of Pharmacy
Rabinovici, Benjamin M.	Professor of Electrical Engineering
Richardson, Lucretia P.	Assistant Professor of Social Science in Education
Rusche, Philip J.	Assistant Professor of Education
Santas, Joan F.	Assistant Professor of English
Scahill, Mary C.	Assistant Professor of Nursing
Shiffman, Carl A.	Professor of Physics
Smith, Richard B.	Assistant Professor of Finance and Insurance

Faculty Member

Snyder, Leo
 Sonthoff, Herbert
 Stein, Robert A.
 Stephan, Philip H.
 Stump, Reva
 Tingle, Joyce E.
 Unterman, Israel
 Walker, Arthur H.
 Weng, Lih J.
 Weppner, Robert S.
 Wu, Fa Y.
 Zalinger, Alvin D.

Appointed to

Associate Professor of Music
 Assistant Professor of Education
 Assistant Professor of English
 Associate Professor of Modern Languages
 Associate Professor of English
 Assistant Professor of Nursing
 Associate Professor of Management
 Associate Professor of Management
 Assistant Professor of Electrical Engineering
 Assistant Professor of Anthropology
 Assistant Professor of Physics
 Associate Professor of Social Sciences in Education

APPOINTMENTS EFFECTIVE SEPTEMBER 1968

Anderson, Ruth T.	Assistant Professor of History
Beninghof, William J.	Assistant Professor of Electrical Engineering
Berman, Donald H.	Associate Professor of Law
Bernhardt, Herbert T.	Assistant Professor of Law
Blanch, Robert J.	Associate Professor of English
Blanchard, Gordon C.	Visiting Assistant Professor of Biology
Bowman, H. Frederick	Assistant Professor of Mechanical Engineering
Briggs, Warren G.	Associate Professor of Management
Caplan, Robert H.	Associate Professor of Management
Chasin, Gerald	Assistant Professor of Sociology
Clagett, Donald C.	Assistant Professor of Chemistry
Clemson, Harry C.	Assistant Professor of Medicinal Chemistry
Davis, Margaret J.	Assistant Professor of Recreation Education
Davis, Robert B.	Assistant Professor of Chemistry
Dawson, Leslie M.	Assistant Professor of Marketing
Dealy, Jean D.	Associate Professor of Biology
Donelan, John R.	Assistant Professor of Sociology and Social Welfare
Dworin, Lowell	Assistant Professor of Physics
Eisemann, Kurt	Professor of Computer Science and Director of the Academic Computer Services
Fanger, Allan C.	Assistant Professor of Anthropology
Favat, Frank A.	Assistant Professor of Education
Gates, Elizabeth	Associate Professor of Nursing
Geer, Blanche	Professor of Sociology
Gersten, Stephen M.	Visiting Professor of Mathematics
Giessen, Bill C.	Associate Professor of Chemistry
Gilman, Juliette M.	Assistant Professor of Modern Languages
Gilmore, Edith S.	Assistant Professor of English
Giovinazzo, Vincent J.	Assistant Professor of Accounting
Golden, Patricia	Assistant Professor of Sociology
Graubard, Leon S.	Assistant Professor of Economics
Gruber, William H.	Associate Professor of Accounting
Hallgring, Robert W.	Professor of Law
Hehre, Robert J.	Associate Professor of Finance and Accounting

Faculty Member

Hofer, Charles W.
 Holley, Anson N.
 Huber, J. Robert
 Jacobs, Ruth
 Johnston, Frances J.
 Kaczynski, Grace
 Lee, Jane M.
 London, Richard L.
 Lowndes, Robert P.
 Lynch, Mervin D.
 MacDonald, Philip R.
 MacLeod, Albert D.
 Martin, Gordon A., Jr.
 Mastrapasqua, Frank M.
 McCreech, J. Robert B.
 Moran, Richard C.
 Moud, Theresa J.
 Musgrave, Peggy B.
 Newman, William A.
 Nicholson, Mary P.
 Niyekawa-Howard, Agnes M.
 Otlewski, Robert E.
 Otterman, Bernard
 Parker, Robert B.
 Perry, Clive H.
 Peterson, Mayfield
 Phillips, Jerrold A.
 Powers, Whitney R.
 Pruce, Glyn J.
 Quill, William G.
 Robbins, Martin L.
 Rochwarg, Herman
 Roth, Robert J.
 Ruber, Ernest
 Salem, Fawzi A.
 Sandberg, Peter L.
 Schick, Amy M. L.
 Serenyi, Peter
 Sherman, Thomas O.
 Shore, Barry
 Smolin, Michael
 Sobel, May L.
 Steinberg, Maria A.
 Stolzenberg, Gabriel
 Stuerckton, Brunhild
 Tenney, Charles W.

Appointed to

Assistant Professor of Management
 Assistant Professor of Physical Education
 Visiting Assistant Professor of Chemistry
 Visiting Assistant Professor of Sociology
 Assistant Professor of Education
 Associate Professor of Education
 Associate Professor of Nursing
 Assistant Professor of Actuarial Science
 Assistant Professor of Physics
 Associate Professor of Education
 Associate Professor of Marketing and Management
 Assistant Professor of Military Science
 Assistant Professor of Law
 Assistant Professor of Finance and Management
 Assistant Professor of Continuing Education
 Professor of Military Science and Chairman of the Military
 Science Department
 Assistant Professor of Nursing
 Associate Professor of Economics
 Assistant Professor of Earth Science
 Associate Professor of Physical Education
 Associate Professor of Education
 Assistant Professor of Management
 Assistant Professor of Mechanical Engineering
 Assistant Professor of English
 Associate Professor of Physics
 Assistant Professor of Special Education
 Assistant Professor of Drama
 Visiting Associate Professor of Physical Therapy
 Assistant Professor of Education
 Assistant Professor of Education
 Assistant Professor of English
 Associate Professor of Management
 Assistant Professor of Law Enforcement and Assistant to the
 Director of the Law Enforcement Programs
 Associate Professor of Biology
 Assistant Professor of Accounting
 Assistant Professor of English
 Assistant Professor of Psychology
 Assistant Professor of Art
 Associate Professor of Mathematics
 Assistant Professor of Management
 Assistant Professor of Electrical Engineering
 Assistant Professor of History
 Visiting Assistant Professor of Mathematics
 Associate Professor of Mathematics
 Associate Professor of Biology
 Professor of Criminal Justice and Dean of Criminal Justice

Faculty Member

Verma, Dharmendra T.
 Waelbroeck, Lucien
 Watson, John W., Jr.
 Wermuth, Paul C.

 Williamson, M. Delaine
 Wilson, James W.
 Zimmerman, William G.
 Zucco, Angelo J.

Appointed to

Assistant Professor of Marketing
 Visiting Professor of Mathematics
 Associate Professor of Military Science
 Professor of English and Chairman of the English
 Department
 Assistant Professor of Nursing
 Research Professor of Cooperative Education
 Associate Professor of Education
 Assistant Professor of Continuing Education

APPOINTMENTS EFFECTIVE SEPTEMBER 1969

Adeyeri, Joseph B.	Assistant Professor of Civil Engineering
Anastassakis, Evangelos	Visiting Assistant Professor of Physics
Bateson, Mary C.	Associate Professor of Sociology-Anthropology
Berkley, George E.	Assistant Professor of Political Science
Bernheim, Gloria D.	Assistant Professor of Education
Blanc, Frederic C.	Assistant Professor of Civil Engineering
Bonds, Robert E.	Assistant Professor of English
Boughton, Robert I.	Visiting Assistant Professor of Physics
Brown, Douglas M.	Assistant Professor of Economics
Call, Russell J.	Associate Professor of Education
Cenkl, Bohumil	Associate Professor of Mathematics
Chu, William W.	Assistant Professor of Mechanical Engineering
Clark, John J., Jr.	Assistant Professor of Electrical Engineering
Claus, Armin	Assistant Professor of Management
Cohen, Bruce C.	Associate Professor of Economics
Conn, Lane K.	Associate Professor of Psychology
Corwin, Thomas R.	Assistant Professor of Psychology
Daynard, Richard A.	Assistant Professor of Law
Dillon, Andrew	Assistant Professor of English
Flamm, Daniel L.	Assistant Professor of Chemical Engineering
Garelick, David A.	Associate Professor of Physics
Givelber, Daniel J.	Assistant Professor of Law
Golden, Kenneth I.	Associate Professor of Electrical Engineering
Guthrie, Robert S.	Assistant Professor of Management
Horn, Dennis R.	Assistant Professor of Civil Engineering
House, Lawrence C.	Assistant Professor of Mathematics
Howard, Evelyn B.	Assistant Professor of Physical Education
Izuyama, Takeo	Visiting Professor of Physics
Jacobs, Donald M.	Assistant Professor of History
John, Chelikuuzhiel T.	Associate Professor of Mathematics
Jordon, Chester W.	Visiting Professor of Actuarial Science
Joshi, Pooran C.	Assistant Professor of Biology
Kamens, David H.	Assistant Professor of Sociology-Anthropology
Kaplan, Norman	Professor and Chairman of the Sociology-Anthropology Department
Kassler, Haskell A.	Assistant Professor of Criminal Justice
Khejarpal, Rajinder K.	Assistant Professor of Civil Engineering

Faculty Member

Kidder, David E.
 Kopell, Nancy J.
 Lesser, Marvin X.
 Mandell, Betty E.
 McArdle, James F.
 McCarthy, Francis D.
 Medeiros, James A.
 Morrison, Richard B.
 Munnelly, Robert T.
 Natoli, Richard G.
 Neumeyer, John L.
 O'Hara, Robert P.
 Palumbo, Joseph F.
 Parkin, Robert E.
 Post, John D.
 Proakis, John G.
 Pruett, Gordon E.
 Quintiliani, Carmen J.
 Raffauf, Robert F.
 Reading, John F.
 Ringelheim, Joan
 Roemer, Donald
 Rossettos, John N.
 Rubington, Earl
 Rubinsky, Stanley
 Salmon, Paolo
 Shapiro, Robert B.
 Sigel, James L.
 Silverman, Herbert H.
 Sokoloff, Jeffrey B.
 Terman, Michael
 Trachtenberg, Stanley
 Verma, Yash P.
 Weitzman, Arthur J.
 Whiteside, Kirk L.
 Wilkins, Frederick C.
 Wiseman, Douglas C.
 Yoder, Richard A.

Appointed to

Assistant Professor of Economics
 Assistant Professor of Mathematics
 Associate Professor of English
 Assistant Professor of Sociology-Anthropology
 Assistant Professor of English
 Assistant Professor of Electrical Engineering
 Assistant Professor of Political Science
 Assistant Professor of Recreation Education
 Assistant Professor of Education
 Assistant Professor of Criminal Justice
 Professor of Medicinal Chemistry
 Associate Professor of Education
 Assistant Professor of Pharmacy
 Assistant Professor of Electrical Engineering
 Assistant Professor of History
 Associate Professor of Electrical Engineering
 Assistant Professor of Philosophy
 Assistant Professor of Education
 Professor of Pharmacology
 Associate Professor of Physics
 Assistant Professor of Philosophy
 Assistant Professor of English
 Associate Professor of Mechanical Engineering
 Professor of Sociology
 Visiting Associate Professor of Industrial Engineering
 Visiting Professor of Mathematics
 Associate Professor of Law
 Assistant Professor of Physics
 Associate Professor of Music
 Assistant Professor of Physics
 Assistant Professor of Psychology
 Associate Professor of English
 Assistant Professor of Electrical Engineering
 Associate Professor of English
 Assistant Professor of Biology
 Visiting Assistant Professor of English
 Assistant Professor of Physical Education
 Assistant Professor of English

APPOINTMENTS EFFECTIVE SEPTEMBER 1970

Ames, Lois S.	Assistant Professor of Criminal Justice
Bernstein, Noel	Assistant Professor of Electrical Engineering
Berry, Richard C.	Assistant Professor of Special Education
Bowen, David R.	Assistant Professor of Physics
Breen, Joseph J.	Associate Professor of Civil Engineering
Brown, Nancy J.	Assistant Professor of Education
Cherry, Robert D.	Assistant Professor of Economics
Choa, Chang-Chih	Assistant Professor of Mechanical Engineering

Faculty Member

Corbin, Peter B.
 Faissler, William L.
 Fillos, John
 Fletcher, Harold D.
 Gallagher, Raymond E.
 Gover, Eugene H.
 Greiling, Paul T.
 Hachey, Reginald W.
 Henstock, Thomas F.
 Keller, Harry E., III
 Kovaly, Pavel
 Lambert, Helen A.
 Lanyon, Richard I.
 Levin, Jack
 Lieb, Robert C.
 Loveluck, James M.
 Luzzi, Matthew H.
 Maser, Morton D.
 Meier, Joseph
 Meszoely, Charles A.
 Modestino, James W.
 Neff, Thomas L.
 Nelson, Jane A.
 Olive, Russell W.
 Ossenbruggen, Paul J.
 Pfeiffer, David G.
 Philbrick, Barbara B.
 Prodany, Nicholas W.
 Reiff, William M.
 Robinson, Sarah M.
 Roby, Kinley E.
 Schaffer, Daniel C.
 Schector, Clyde B.
 Schmitt, David
 Senna, Joseph J.
 Subrin, Stephen N.
 Walia, Rajinder S.
 Warner, Victor D.
 Weber, Jack
 Westlund, Joseph E.
 Wiseman, Frederick
 Zeiger, John G.

Appointed to

Associate Professor of Earth Science
 Assistant Professor of Physics
 Assistant Professor of Civil Engineering
 Assistant Professor of Finance
 Associate Professor of Law
 Assistant Professor of Mathematics
 Assistant Professor of Electrical Engineering
 Assistant Professor of Music
 Assistant Professor of Education
 Assistant Professor of Chemistry
 Assistant Professor of Philosophy
 Assistant Professor of Biology
 Associate Professor of Psychology
 Assistant Professor of Sociology-Anthropology
 Assistant Professor of Management
 Visiting Assistant Professor of Physics
 Associate Professor of Education
 Associate Professor of Continuing Education
 Associate Professor of Education
 Associate Professor of Biology
 Assistant Professor of Electrical Engineering
 Assistant Professor of Civil Engineering
 Assistant Professor of English
 Associate Professor of Management
 Assistant Professor of Civil Engineering
 Assistant Professor of Political Science
 Assistant Professor of Physical Education
 Assistant Professor of Chemical Engineering
 Assistant Professor of Chemistry
 Assistant Professor of Physical Education
 Assistant Professor of English
 Associate Professor of Law
 Assistant Professor of Mathematics
 Assistant Professor of Political Science
 Assistant Professor of Criminal Justice
 Associate Professor of Law
 Librarian, Associate Professor of Law
 Assistant Professor of Medicinal Chemistry
 Associate Professor of Special Education
 Assistant Professor of English
 Assistant Professor of Marketing
 Assistant Professor of Continuing Education

APPOINTMENTS EFFECTIVE SEPTEMBER 1971

Anderson, Thomas C.	Assistant Professor of Management
Baker, Nancy	Assistant Professor of Philosophy
Borak, Jules I.	Assistant Professor of Management
Carter, Clairmont P.	Assistant Professor of Accounting

Faculty Member

Cipolla, John W.
 Davies, Geoffrey
 Ellis, Charles H.
 Fairfield, Ruth A.
 Farrar, Robert H.
 Fell, Harriet J.
 Finkenaar, Robert G.
 Fowler, William M.
 Herzog, John D.
 Hilowitz, Jane
 Hobart, Christine L.
 Hogan, William R.
 Korngold, Blanche
 Laprade, Bertrand J.
 Manger, Walter L.
 Murphy, Paul J.
 Nagel, James E.
 Ohberg, Hjordis G.
 Okun, Barbara F.
 Piczenik, Roberta
 Russ, Steven B.
 Scranton, Richard J.
 Sidman, Murray
 Stark, Betty
 Stauder, Jack
 Sussman, Herbert L.
 Timmons, Jeffry A.
 Vanderpool, Kenneth G.
 Varma, Ravi
 Veiga, John F.
 Webb, Charmarie J.
 Wei, Irvine W.
 Wils, Wilbert
 Woelfl, Gerald A.
 Young, Chian
 Zamczyk, Rina L.

Appointed to

Assistant Professor of Mechanical Engineering
 Assistant Professor of Chemistry
 Associate Professor of Biology
 Assistant Professor of Physical Education
 Assistant Professor of Accounting
 Assistant Professor of Mathematics
 Assistant Professor of Graphic Science
 Assistant Professor of History
 Associate Professor of Education
 Assistant Professor of Sociology-Anthropology
 Associate Professor of Management
 Assistant Professor of Physics
 Assistant Professor of Education
 Assistant Professor of Pharmacy
 Assistant Professor of Earth Sciences
 Associate Professor of Electrical Engineering
 Assistant Professor of English
 Associate Professor of Special Education
 Assistant Professor of Education
 Assistant Professor of Criminal Justice
 Assistant Professor of Actuarial Science
 Assistant Professor of Civil Engineering
 Professor of Psychology
 Assistant Professor of Mathematics
 Assistant Professor of Sociology
 Visiting Associate Professor of English
 Assistant Professor of Management
 Assistant Professor of Physical Education
 Assistant Professor of Chemistry
 Assistant Professor of Management
 Assistant Professor of History
 Assistant Professor of Civil Engineering
 Assistant Professor of Mathematics
 Assistant Professor of Civil Engineering
 Assistant Professor of Physics
 Assistant Professor of Health Science

APPOINTMENTS EFFECTIVE SEPTEMBER 1972

Allen, James
 Andrews, Priscilla M.
 Asher, Irvin
 Bailey, Richard
 Bialy, Harvey
 Brimm, I. Michael
 Brown, Judith O.
 Bump, Charles
 Clark, Sharon A.
 Colbert, Isaac

Assistant Professor of Earth Sciences
 Nursing Director of Pediatric Nurse Practitioners Program
 Assistant Professor of Physics
 Assistant Professor of Earth Sciences
 Assistant Professor of Biology
 Assistant Professor of Management
 Associate Professor of Law
 Assistant Professor of Health Sciences
 Assistant Professor of Education
 Assistant Professor of Psychology

*Faculty Member**Appointed to*

Earles, David	Assistant Professor of Physics
Flym, John G.	Associate Professor of Law
Gozzo, James	Assistant Professor of Health Sciences
Grzywinski, Gerald	Assistant Professor of Chemistry
Gutierrez, Mauricio	Assistant Professor of Mathematics
Hallsworth, Catharine	Assistant Professor of Health Sciences
Hellman, Daryl	Assistant Professor of Economics
Hope, Dorrett M.	Assistant Professor of Physical Education
Kim, Sungwoo	Associate Professor of Economics
Kovner, Albert	Associate Professor of Education Administration
Krikorian, Nishan	Assistant Professor of Mathematics
LaFontaine, Louise	Assistant Professor of Special Education
Levering, Dale F.	Associate Professor of Biology
MacKay, Harry	Associate Professor of Psychology
Maeng, Jueson	Assistant Professor of Biology
Moriarty, Mark M.	Assistant Professor of Marketing and Management
Nathanson, Stephen	Assistant Professor of Philosophy
Price, Joseph G.	Visiting Professor of English
Redden, Robert B.	Assistant Professor of Special Education
Ricks, Gregory T.	Assistant Professor of Education
Rosenthal, Kristine Maria	Assistant Professor of Foundations of Education
Roy, Raymond A.	Assistant Professor of Accounting
Sayed, Alae-Eldin	Assistant Professor of Recreation Education
Shah, Jayant	Assistant Professor of Mathematics
Shapiro, Davis S.	Associate Professor of Counselor Education
Skavenski, Alexander A.	Assistant Professor of Psychology
Turek, Donna J.	Assistant Professor of Criminal Justice
Tuttle, Gerald A.	Assistant Professor of Speech Pathology and Audiology
Tyler, Christopher W.	Assistant Professor of Psychology
Walden, Nancy	Assistant Professor of Nursing
Westerman, David	Assistant Professor of Earth Sciences
Wohl, Laurie	Assistant Professor of Law

APPOINTMENTS EFFECTIVE SEPTEMBER 1973

Batchelor, Hardy	Assistant Professor of Military Science
Brown, Frederick L.	Associate Professor of Law
Buonocristiani, John F.	Assistant Professor of Industrial Engineering
Carran, Barbara E.	Assistant Professor of Nursing
Carter, Tema G.	Associate Professor of Education
Castellano, John J.	Assistant Professor of Business Administration
Chapman, Robert M.	Visiting Associate Professor of Psychology
Chinn, David W.	Assistant Professor of Military Science
Cipriano, Robert E.	Assistant Professor of Recreation Education
Clausen, L. Wallace	Assistant Professor of Business Administration
Coan, William M.	Assistant Professor of Education
Cohen, Perrin S.	Associate Professor of Psychology
Deming, Romine R.	Associate Professor of Criminal Justice
Duckworth, Stephen M.	Assistant Professor of Business Administration

Faculty Member

Fairley, Irene R.
 Fellows, M. Paula
 Fетters, Michael L.
 Garrity, Helen M.

Geyer, Lewis H.
 Giese, Roger N.
 Gilbert, Robert
 Goldenson, Dennis
 Halpern, Arthur M.
 Haule, John R.
 Hendrich, Robin M.
 Hornbarger, Daniel
 Janell, Paul A.
 Kaliski, Martin E.
 Kirtz, William
 Kosersky, Donald S.
 LeQuesne, Philip
 McClure, Wilbert J.
 McFarland, John A.
 McKay, JoAnne S.
 Ogden, Suzanne
 Prager, Gerald D.
 Quick, James E.
 Rysman, Alexander R.
 St. Clair, Robert M.
 Schram, Barbara
 Scorzelli, James F.
 Shelley, Charles J.
 Snover, Raife E.
 Spielberg, Deanna
 Strauss, Phyllis R.
 Wiseman, Zipporah B.

Appointed to

Assistant Professor of English
 Assistant Professor of Nursing
 Assistant Professor of Business Administration
 Associate Professor and Executive Officer of Health Education
 Associate Professor of Industrial Engineering
 Assistant Professor of Clinical Chemistry
 Visiting Associate Professor of Political Science
 Assistant Professor of Political Science
 Assistant Professor of Chemistry
 Assistant Professor of Philosophy
 Assistant Professor of Music
 Assistant Professor of Graphic Science
 Assistant Professor of Business Administration
 Assistant Professor of Electrical Engineering
 Assistant Professor of Journalism
 Assistant Professor of Pharmacology
 Associate Professor of Chemistry
 Assistant Professor of Education
 Assistant Professor of Military Science
 Assistant Professor of Special Education
 Assistant Professor of Political Science
 Assistant Professor of Earth Sciences
 Assistant Professor of Chemistry
 Assistant Professor of Sociology
 Visiting Associate Professor of Business Administration
 Assistant Professor of Education
 Assistant Professor of Education
 Assistant Professor of Business Administration
 Assistant Professor of Military Science
 Assistant Professor of Special Education
 Associate Professor of Biology
 Associate Professor of Law

APPOINTMENTS EFFECTIVE SEPTEMBER 1974

Agarwal, Ashok K.
 Amory, Reginald L.
 Arnett, Matthew D.
 Bateson, Catherine
 Ben-Arroyo, Abraham
 Best, Troy L.
 Bourne, Richard
 Brennan, Thomas F.
 Breuer, Schlomo I.
 Chugh, Lal C.
 Chung, Hyun Sik
 Copeland, Thomas R.
 Donovan, Timothy R.

Visiting Assistant Professor of Business Administration
 Alcoa Professor, Civil Engineering
 Assistant Professor of Business Administration
 Visiting Professor of Sociology and Anthropology
 Visiting Professor of Civil Engineering
 Assistant Professor of Biology
 Assistant Professor of Sociology and Anthropology
 Assistant Professor of Chemistry
 Visiting Professor of Mathematics
 Assistant Professor of Business Administration
 Assistant Professor of Economics
 Assistant Professor of Chemistry
 Assistant Professor of English

*Faculty Member**Appointed to*

Flynn, Edith E.	Associate Professor of Criminal Justice
Gallati, Robert R. J.	Professor of Criminal Justice
Graetz, Herbert G.	Assistant Professor of Business Administration
Grosjean, Francois	Visiting Assistant Professor of Psychology
Hall, Ruth P.	Assistant Professor of Physical Therapy
Hartkoff, Arleigh	Staff Scientist, Chemistry
Hayes, Robert	Assistant Professor of Physics
Hirshorn, Seth I.	Assistant Professor of Political Science
Isaacson, Morton S.	Assistant Professor of Civil Engineering
Jackson, Bynum M.	Assistant Professor of Medical Laboratory Sciences
Johnson, James R.	Assistant Professor of Physics
Kinnunen, Raymond M.	Assistant Professor of Business Administration
Lane, Harlan	Professor and Chairman of Psychology
Lawther, Wendell C.	Assistant Professor of Political Science
Leatherman, Nelson E.	Assistant Professor of Respiratory Therapy
Melethil, Srikumaran K.	Assistant Professor of Pharmacy and Pharmacy Administration
Naylor, Richard S.	Associate Professor and Chairman of Earth Sciences
Nielsen, Richard P.	Assistant Professor of Business Administration
Nuber, John	Assistant Professor of Mathematics
Owen, Carol	Assistant Professor of Sociology and Anthropology
Paiva, Kenneth B.	Assistant Professor of Pharmacy and Pharmacy Administration
Perry, Ronald F.	Assistant Professor of Industrial Engineering
Peteros, Lucretia	Visiting Assistant Professor of Sociology and Anthropology
Peterson, George R.	Assistant Professor of Medicinal Chemistry and Pharmacology
Polick, John	Assistant Professor of Physics
Robson, Arthur J.	Assistant Professor of Economics
Samkange, Stamlake J. T.	Professor of African-American Studies
Sarma, Mulukuta S.	Associate Professor of Electrical Engineering
Scheirer, Daniel C.	Assistant Professor of Biology
Snodderly, D. Max, Jr.	Assistant Professor of Biology
Thomas, Jean E.	Assistant Director of Nursing
Wallace, Anne R.	Assistant Professor of Nursing
Wang, Yaun-Kong	Assistant Professor of Physics
Ward, Raymond	Assistant Professor of Business Administration
Weber, Dorothy A.	Assistant Professor of Education

APPENDIX H

Administrative Appointments, 1959–1975

APPOINTMENTS EFFECTIVE 1959

<i>Member</i>	<i>Appointed to</i>
Bailey, John S.	Director of Public Relations and Nonacademic Personnel
Bishop, Richard W.	Assistant Director of Publications
Lovely, William A., Jr.	Director of the Office of the Alumni Fund
Prior, F. Weston	Director of the Office of University Development
Stewart, Descomb T.	Editor of the Office of University Publications
Storey, Chester W.	Assistant Director of Publications
Thompson, Loring M.	Director of University Planning
White, Helen M.	Assistant to the Editor of the Office of University Publications
Winkie, Joy D.	Assistant Director of Publications

APPOINTMENTS EFFECTIVE 1960

Ballou, Kenneth W.	Associate Director of Admissions
Carter, Richard I.	Director of the Computation Center
Cavanagh, Thomas J.	Assistant Dean of Education
Erickson, Paul J.	Director of the Center for Management Development
Gallagher, Herbert W.	Director of the Department of Health, Physical Education, and Athletics
Goldsmith, Bernard P.	Assistant to the Director of the Center for Management Development
Gubellini, Carlo E.	Associate Professor of Business Management and Assistant Dean of Business Administration
Kitchin, Charles E.	Director of Student Activities
Lane, George M.	Full-Time University Physician
Robinson, Edward W.	Director of Financial Aid and Part-Time Placement
Spencer, Myron J.	Assistant to the Director of the Center for Management Development
Thompson, Clarence H.	Assistant Dean of Liberal Arts
Wallace, William	Associate Professor of Mathematics and Assistant Dean of Engineering

APPOINTMENTS EFFECTIVE 1961

Beall, Ethel Y.	Director of the Division of Education for Women
Durham, E. Lawrence	Acting Chairman of the Department of Foundations of Education
Floyd, Walter H.	Manager of the University Bookstore
Foster, Arthur R.	Chairman of the Department of Mechanical Engineering
Hankinson, George W.	Director of Graduate Study in Engineering
Hanson, Arnold E.	Dean of University College
Hill, Nelson R.	Assistant to the Financial Officer
Howes, Victor E.	Chairman of the Department of English
Lambert, Paul K.	Director of Transportation and Traffic Management
Marsh, Frank E.	Director of Graduate Study in Education

Member

Moore, James M.
 Robinson, Raymond H.
 Scott, Ronald E.
 Spencer, Ernest L.
 Stevens, Alden G.

Stewart, William M.
 Taylor, Donald J.

Appointed to

Chairman of the Department of Industrial Engineering
 Chairman of the History Department
 Dean of the College of Engineering
 Chairman of the Department of Civil Engineering
 Director of the Department of Radio and Television
 Programming
 Director of Purchasing
 Director of Student Housing

APPOINTMENTS EFFECTIVE 1962

Allen, Lawrence A.	Dean of University College
Ammer, Dean S.	Acting Director, Bureau of Business and Economic Research
Calandrella, Richard J.	Assistant Director, University Press Bureau
Decaneas, Demetre	Assistant University Physician
Grinold, John P.	Director, Sports Information
Hatt, Roy J., Jr.	Assistant Director of Admissions
Hilliard, Henry R., Jr.	Administrative Assistant, Office of the President
Hovey, Daniel	Assistant Director, University Press Bureau
LeBeau, George B.	Superintendent of Buildings and Grounds
Lovejoy, Donald W.	Administrative Assistant, Office of the President
Low, Clare G.	Assistant to the Dean of Women
McKenna, John J., Jr.	Assistant Director of Development and Director of the Pharmacy Program
Rand, Everett R.	Assistant Professor of Cooperative Education
Repucci, Eugene M., Jr.	Assistant Director of Development and Director of the Alumni Program for the Diamond Anniversary Fund
Rodenhiser, Paul A.	Administrative Assistant, Graduate School
Seymour, James P.	Assistant Director of Development and Director of the Area Program of Alumni
Silverman, Irving	Assistant University Physician
Sommers, Roderic W.	Instructor in Cooperative Education
Spargo, John A.	Assistant University Physician
Spear, Joseph	Assistant Director of Development—Alumni Program
Wade, James A.	Administrative Assistant, Department of Cooperative Education

APPOINTMENTS EFFECTIVE 1963

Bullard, Virginia	Administrative Assistant, Special Programs for Women
Call, Richard W.	Assistant to the Dean of Freshmen
Curry, John A.	Assistant Director of Admissions
Deltano, Robert P.	Administrative Assistant, Department of Admissions
Elliott, Edward G.	Administrative Assistant, Office of Research Administration
Garabedian, Harold A.	Acting Director of the Graduate School of Actuarial Science
Gilbert, James E.	Associate Professor of Programmed Instruction Technology and Director of this Division (January 1, 1964)
Goldin, George J.	Associate Professor of Social Science and Director of Research for the Rehabilitation Institute

Member

Griffin, Gerald R.
 Jaeger, Pauline
 Kearney, Walter E., Jr.
 Kettinger, William F.
 Lyons, Robert P.
 Margolin, Reuben J.

Milley, Alice C.
 Mullen, Edmund J.
 Murray, Robert G.
 Parker, Richard J.
 Raj, Tilak
 Stults, Harry B., Jr.
 Voss, Charlotte E.

Vrettos, Louis

Whitla, John B.
 Youse, Clifford
 Ziegler, Elmer H.

Appointed to

Assistant to the Dean of the College of Liberal Arts
 Head Resident at Women's Residence
 Assistant to the Registrar of the Basic Colleges
 Assistant to the Director, Press Bureau
 Assistant Football Coach
 Director of the Northeastern University Social Research
 Institute and of the Rehabilitation Institute
 Cataloger, Dodge Library
 Assistant to the Registrar of the Basic Colleges
 Cataloger, Dodge Library
 Administrative Assistant, University College
 Audio-Visual Specialist, Dodge Library
 Assistant University Physician
 Professor of Nursing and Dean of the College of Nursing
 (January 1, 1964)
 Professor of Education and Director of the Suburban
 Campus
 Director of Personnel
 Administrative Assistant, Center for Continuing Education
 Supervisor, New Construction and Remodeling

APPOINTMENTS EFFECTIVE 1964

Ammer, Dean S.	Director, Bureau of Business and Economic Research
Bohlen, Jack R.	Executive Assistant to the President
Clifford, Ronald W.	Director of Purchasing
Crofts, Geoffrey	Professor of Actuarial Science and Dean of the Graduate School of Actuarial Science
Jeghelian, Alice	Assistant to the Dean of Women
Lederman, Sumner A.	Administrative Assistant, Office of University Development
Lynn, Minnie L.	Professor of Physical Education and Dean of Boston-Bouvé College
McCarthy, Daniel J.	Professor of Management and Director of the Graduate School of Business Administration
Nuttall, Ronald L.	Associate Professor of Sociology and Director of Research, Russell B. Stearns Study of Social and Ethical Standards
Taylor, Robert G.	Director, Graduate School of Professional Accounting

APPOINTMENTS EFFECTIVE 1965

Bajdek, Anthony J.	Administrative Assistant, Office of the Provost
Boyd, Philip C.	Assistant to the President for Legal Affairs
Brown, Gerard M.	Coordinator, Graduate Cooperative Student Placement
Chaffee, John B., Jr.	Director of the Press Bureau
Cohen, Edward S.	Assistant to the University Registrar
Cooperstein, Louis	Chairman of the Department of Modern Languages
Graves, Hall H.	Director of Planning
Haley, Charles F.	Acting Chairman, Department of Instruction, College of Education

Member

Hatt, Roy J., Jr.
 Kneeland, David
 Larson, Carolyn R.
 Mahnke, Wayne
 McTernan, Edmund J.

Melvin, Alice B.
 Morrison, Reid B.
 O'Leary, John L., Jr.
 Pappas, William F.
 Shea, Robert F.
 Smith, Pierre F.

Stires, W. Dennis
 Toebes, Royal K.
 Vernile, Ralph T.
 Vozzella, Robert E.

Appointed to

Assistant Professor of Religion and Assistant to the Dean of Chapel
 Assistant to the Director of Admissions
 Assistant to the Director of Admissions
 Assistant Director of the Suburban Campus
 Associate Professor of Allied Medical Sciences and Chairman of the University Committee on Health Science Programs
 Assistant to the Dean of Women for Social Affairs
 Assistant Director of the Press Bureau
 Assistant to the Registrar of University College
 Assistant to the University Registrar
 Assistant Director of the Press Bureau
 Chairman of the Department of Pharmacy and Pharmacy Administration
 Administrative Assistant, Graduate Division
 Administrative Assistant, Office of University Development
 Administrative Assistant, University College
 Assistant to the Dean of Liberal Arts

APPOINTMENTS EFFECTIVE 1966

Blaisdell, George I.
 Cakste, Anastasija S.
 Cowan, Paul B.
 Croatti, Robert D.
 Crotty, Philip T., Jr.
 Hale, Mary E.
 Hawkes, Joan C.
 Loftus, Russell
 Love, Walter J., Jr.

Najjar, Robert P.
 Richmond, Joanne E.
 Stevens, Matthew A.
 Thompson, Leila F.
 Turner, Jackson

Assistant to the Director of Admissions
 Cataloger, Dodge Library
 Administrative Assistant, Center for Continuing Education
 Assistant to the Director of Financial Aid
 Senior Associate, Management Institute
 Assistant Director, Office of University Publications
 Feature Editor, Office of Public Information
 Program Director, Management Institute
 Director, Law School Program, Office of University Development
 Assistant to the Director of Financial Aid
 Staff Writer, Office of Public Information
 Director, X-Ray Programs, Center for Continuing Education
 Cataloger, Dodge Library
 Director, Deferred Giving Program, Office of University Development

APPOINTMENTS EFFECTIVE 1967

Donnelly, Edward J.
 Dromgoole, John
 Gallagher, Raymond F.
 Hallenborg, Charles L.
 Hekimian, James S.

Jeffrey, Howard

Director of the Division of Audio Visual Media
 Instructor in Cooperative Education
 Assistant Director of Admissions
 Assistant to the Registrar
 Dean, College of Business Administration, and Professor of Business Administration
 Associate Professor of Recreation Education and Director of the Warren Center

Member

LeMaitre, Paul A.
 McCabe, Philip R.
 O'Toole, Thomas J.
 Powers, Barbara S.
 Salisbury, William J.
 Schmidlapp, Zelpha G.
 Strait, George A.

Appointed to

Assistant to the Registrar of University College
 Assistant Director of Admissions
 Professor of Law and Dean, School of Law
 Assistant to the Director of Admissions
 Administrative Assistant, Office of Academic Affairs
 Assistant Director of Financial Aid
 Associate Professor of Law and Law Librarian

APPOINTMENTS EFFECTIVE 1968

Berestecky, Boreslaw P.	Instructor, Cooperative Education
Bloom, Robert	Systems Programmer, Computation Center
Bonani, Arthur	Assistant to the Comptroller
Bumgardner, David C.	Director, Alumni Annual Giving
Comings, Richard J.	Assistant to the Dean, Liberal Arts
Crofts, Robert	Assistant to the Registrar, Basic Colleges
Ealy, Anne M.	Instructor, Cooperative Education
Eisemann, Kurt	Director, Academic Computer Services, and Professor, Computer Science
Eonas, Anthony G.	Instructor, Cooperative Education
Farin, Nieves F.	Acquisition Librarian, Dodge Library
Graham, Claire E.	Cataloger, Dodge Library
Hart, Paul J.	Internal Auditor
Hearn, Jane R.	Cataloger, Dodge Library
Holmes, Marcellus, III	Administrative Assistant, Office of Academic Affairs
Howley, Dymna W.	Programmer, Office of Educational Resources
Intriligator, Barbara A.	Project Director, Upward Bound
Jacques, Neil E.	Treasurer, Student Activities
John, Raymond E.	Administrative Assistant, Office of Academic Affairs
Karp, Ruth N.	Assistant to the Dean, Liberal Arts
Ketchum, Robert H.	Assistant Dean, Liberal Arts, and Director, Graduate School of Arts and Sciences
Latham, Roland E.	Assistant Dean, Students
Maloney, Richard A.	Administrative Supervisor, University Bookstore
Martin, John A.	Assistant Manager, University Bookstore
Moran, Richard C.	Chairman, Military Science, and Professor, Military Science
Morton, Donald J.	Librarian, Chemistry Library
Noonan, Dennis E.	Assistant to the University Registrar
O'Hare, Alan C.	Counselor, Counseling and Testing Office
Patterson, Martha P.	Cataloger, Dodge Library
Quinan, Albert L.	Assistant to the Bursar
Ramirez, Maria	Assistant Music Librarian, Dodge Library
Robinson, N. Buck	Assistant Dean, University College, and Director, Business Programs
Roth, Robert J.	Assistant to the Director, Law Enforcement Programs (University College), and Assistant Professor, Law Enforcement
Smith, Linda M.	Cataloger, Dodge Library
Solano, Kenneth C.	Assistant Registrar, University and Lincoln Colleges

Member

Sousa, Edward L.
 Tedesco, Eleanor H.
 Tenney, Charles W.
 Thomson, John P.
 Uniacke, Kevin
 Weiss, Carol A.
 Wells, Frederick L.
 Willar, Arline
 Williams, Kenneth C.
 Woods, Norma V.

Appointed to

Operations Manager, Computation Center
 Assistant Director, Programmed Learning
 Dean, Criminal Justice, and Professor, Criminal Justice
 News Editor, Press Bureau
 Assistant to the Comptroller
 Administrative Assistant, Graduate Education
 Associate Director, Publications
 Assistant Librarian, Dodge Library
 Assistant to the President, Black Community Affairs
 Assistant Director, Admissions

APPOINTMENTS EFFECTIVE 1969

Alpert, Mark R.
 Bonk, Sharon C.
 Buben, Arlene C.
 Carbo, William D.

Librarian for Reserve Books, Dodge Library
 Assistant Librarian for Acquisitions, Dodge Library
 Assistant to the Director, Financial Aid
 Assistant to the Dean and Director of Administrative
 Services, Lincoln College

Carr, David J.
 Casey, Francis W.
 Devaney, Peter B.
 DuBois, Paul A.
 Dugan, D. Kerry
 Durkin, Ellen M.
 Earnshaw, Charles W.
 Ericson, Charles S.
 Fahey, Robert M.
 Fallis, Garry G.
 Gratto, Edward A.
 Hueston, Joseph W.
 Hurkamp, Rosemary C.
 Hurwitz, Mark G.
 Jack, Wayne S.
 Jutras, Richard A.
 Kane, David R.
 Kane, Stephen M.
 Kingston, Rodger P.
 Krueger, Kathleen A.
 Levin, Licia L.
 McDonnel, John A.
 McGregor, Judith
 Mills, Elwin D.
 Morrison, Leonard A.
 Orlando, Bruce R.
 Palen, Robert R.
 Parkhurst, Gordon B.
 Rotondi, Anthony R.
 Roy, Donald E.
 Sochacki, Richard E.

Administrative Assistant, Liberal Arts
 Assistant Registrar, Graduate Schools
 Assistant Director, University Housing
 Assistant Registrar, University College/Lincoln College
 Systems Programmer, Computation Center
 Instructor, Cooperative Education
 Director, University College Insurance Institute
 Administrative Assistant, Educational Resources
 Administrative Assistant, Academic Affairs
 Assistant Director, Admissions
 Assistant Supervisor, Programmed Study
 Assistant Director, Financial Aid
 Assistant Program Director, University College
 Expeditor, Administrative Computer Services
 Instructor, Cooperative Education
 Director, University Food Services
 Assistant Registrar, Basic Colleges
 Instructor, Cooperative Education
 Instructional Programmer, Programmed Learning
 Assistant Director, Admissions
 Librarian, Instructional Media
 Assistant Registrar, University College/Lincoln College
 Administrative Assistant, English
 Technical Supervisor, Instructional Communications
 Operations Coordinator, Division of Communications
 Assistant Director, Financial Aid
 Librarian for Documents—Microtext, Dodge Library
 Counselor, Counseling and Testing
 Instructor, Cooperative Education
 Instructor, Cooperative Education
 Director, Student Center

Member

Sprague, Thomas S.
 Turner, Charles H.
 VanHoven, Marjorie J.
 Weigel, Edward C.

Appointed to

Director, Public Information
 Director, Afro-American Institute
 Programmer, Academic Computer Services
 Assistant Director, Admissions

APPOINTMENTS EFFECTIVE 1970

Barbeau, Ernest J.	Manager, University Bookstore
Campbell, Thomas P.	Assistant Dean, Law
Cassara, Evelyn	Director, Respirational Therapy
Chang, Anling L.	Staff Librarian, Dodge Library
Cluff, Joseph W.	Treasurer, Student Activities
Coffin, Gregory C.	Chairman, Instruction
Connors, Joseph N.	Assistant Director of Law Enforcement, University College
Cussler, Mary S.	Inter-Library Loan Librarian, Dodge Library
Cyrs, Thomas E., Jr.	Director, Programmed Learning
Dehner, Lambert J.	Foreign Student Advisor, Student Affairs
Fischi, David M.	Counselor, Counseling and Testing
Foresto, Carol A.	Assistant Reference Librarian, Dodge Library
Ghattas, Mina B.	Director, Instructional Media
Howie, Robert E.	Assistant Director, Personnel
Ketchen, Pearl E.	Director, Boston-Bouvé Alumni Program, Development
King, Richard M.	Director, Law Alumni Program, Development
LaTorre, Philip	Director, Environmental Health, Academic Affairs
Marcus, Brian H.	Assistant to the Dean of Students
Maxwell, Paul D.	Assistant Dean; Director, Business, University College
Mosher, Christopher S.	Staff Writer, Public Information
Nutting, Howard G., Jr.	Assistant Budget Officer, Finance
Pratt, Christopher G. L.	Assistant to the Dean, University Relations
Ritch, Charles F., Jr.	Chairman, Educational Administration
Schettino, Frank T.	Coordinator, Graduate Cooperative Education
Tenore, Elizabeth J.	Coordinator, Instructional Facilities
Wanetik, Seth A.	Staff Writer, Public Information
Wilman, James F.	Editor, Northeastern University Alumnus

APPOINTMENTS EFFECTIVE 1971

Anderson, Kristin J.	Assistant Reference Librarian
Bennett, Lee Ann	Assistant to the Dean of Students
Bickford, Linda L.	Assistant Reference Librarian
Brady, William F., Jr.	Alumni Placement Officer
D'Antonio, Louis J.	Instructional Designer, Office of Educational Resources
DeCola, Freya D.	Reserve Librarian
Franks, Peter J.	Administrative Assistant, Suburban Campus
Green, John P.	Director, Alumni Annual Giving Program
Herzog, John D.	Chairman, Foundations of Education Department, and Associate Professor of Education
Loux, Helene A.	Associate Dean, Allied Health Professions
Murphy, Geraldine A.	Inter-Library Loan Librarian
Oydgard, Gerald T.	Coordinator, Campus Media Services, Office of Educational Resources

Member

Runyon, Robert M.
 Steffin, Sherwin A.
 Walker, Vernita M.

Appointed to

Administrative Assistant, Graduate School of Arts and Sciences
 Coordinator, Design and Production, Office of Educational Resources
 Assistant to the Dean, College of Liberal Arts

APPOINTMENTS EFFECTIVE 1972

Andrews, Priscilla	Director, Pediatric Nurse Practitioners Program
Blue, Gloria H.	Guidance Counselor, Afro-American Institute
Brown, Verdaya M.	Librarian, Afro-American Institute
Calhoun, James C.	Basketball Coach, Athletics
Coffman, Ralph	Librarian, Suburban Campus
Curry, John A.	Assistant to Executive Vice President and Dean of Academic Services
Desmond, Charles F.	Guidance Counselor, Afro-American Institute
Edelin, Ramona H.	Chairman, Black Studies, Afro-American Institute, and Assistant to the Dean of Students
Federlein, Joyce M.	Assistant Nursing Director, Pediatric Nurse Associate Program
George, Yvette O.	Assistant to the Black Studies Chairman, Afro-American Institute
Kerr, Thomas	Assistant Director, Admissions
Link, Judy F.	Assistant Dean, Dean of Students
McInerney, Paul	Administrative Assistant, Graduate Arts and Sciences
Mckeown, William	Assistant Football Coach, Athletics
Minor, Valerie	Assistant to the Director, Afro-American Institute
O'Byrne, John C.	Dean, School of Law
O'Neil, John J.	Assistant Basketball Coach, Athletics
Osborn, Beverly	Assistant Director, Radiologic Technology
Pistone, Cornelia M.	Assistant Director, Liberal Arts
Porter, Donald	Director of Foundation Resources, Development
Ricks, Gregory T.	Director, Afro-American Institute, and Assistant Dean, Dean of Students
Russell, Howard	Senior Instructional Designer, Educational Resources
Schmitz, Amelia B.	Selection Librarian, Library
Schongold, Kenneth E.	Coordinator of Graduate Cooperative Education, Cooperative Education
Sherman, John R.	Assistant Dean, School of Law
Speight, Alonzo R.	Guidance Counselor, Afro-American Institute
Toney, Patricia	Assistant to the Dean, Liberal Arts
Van Gaasbeek, Leonard	Assistant Director, Admissions
Wheeler, Brice	Coordinator of Special Programs, Center for Management Development

APPOINTMENTS EFFECTIVE 1973

Anderson, Robert	Assistant to the Director, Afro-American Institute
Ayer, Charles	Staff Librarian—Reference, Dodge Library
Barry, Bruce F.	Assistant Director, Continuing Education (in Management)
Coulson, Alice M.	Acquisitions Librarian, School of Law

Member

Downing, Bobby M.
 Field, Charles
 Godderidge, Cecillie
 Johnson, Marshall E.
 Jolles, Rosalyn F.
 Kaagan, Roberta R.
 Landsman, Nikki
 Leary, John J.
 McCullough, Lester W.
 O'Rorke, Mary E.
 Rosene, Marcia M.
 Rowland, George A.
 Tourigney, Joan
 Walsh, Joanna M.
 Wiener, Marilyn S.
 Williams, Raymond R.
 Wolfe, Rhona E.

Appointed to

Senior Research Associate and Assistant Director,
 Cooperative Educational Research Center
 Assistant Librarian and Assistant Professor of Law, School of
 Law
 Assistant Director, Radiologic Technology Program,
 Continuing Education
 Assistant Director, Continuing Education (in Management)
 Assistant to the Dean, Dean of Students
 Counselor, Admissions
 Reserve Book Librarian, Dodge Library
 Associate Director, Management Development
 Counselor, Admissions
 Assistant Director Medical Laboratory Assistant Program,
 Continuing Education
 Assistant to the Dean, Allied Health Professions
 Academic Counselor, Afro-American Institute
 Clinical Coordinator, Pharmacy and Allied Health
 Professions
 Interlibrary Loan Librarian, Dodge Library
 Assistant Director, Liberal Arts Program, University College
 Assistant Director, Institute for Off-Campus Experience and
 Cooperative Education
 Assistant Director, Center for Cooperative Education

APPOINTMENTS EFFECTIVE 1974

Czarnowski, Edward
 Denardo, Linda L.
 Dingman, Thomas A.
 Donovan, Joseph F. X.
 Edison, Kenneth M.
 Field, Charles
 Geraghty, Molly
 Griffin, Dennis J.
 Guthrie, Raymond
 Harper, Diane
 Hussey, Christine
 Jessup, John K.
 McCarthy, John C.
 Palmatier, Roxanne B.
 Parker, James M.
 Setteducati, Deborah D.
 Silverstone, Leslie E.
 Sockbeson, Deirdre
 Thomas, Jean E.
 Turner, Solveig

Director, Insurance Institute
 Selections Librarian, Dodge Library
 Assistant Director—College Relations, Institute for Off-
 Campus Experience and Cooperative Education
 Assistant Director, Graduate Business
 Counselor, Afro-American Institute
 Assistant Law Librarian, School of Law
 Assistant Dean, School of Law
 Director of Security
 Assistant to Dean, Engineering
 Academic Counselor, Afro-American Institute
 Assistant Editor, University Publications
 Field Experience Coordinator, Institute for Off-Campus
 Experience and Cooperative Education
 Assistant to Dean, Liberal Arts
 Documents Microforms Librarian, Dodge Library
 Evaluator-Coordinator, Criminal Justice
 Assistant to the Dean, Dean of Students
 Medical Director, Physician Assistant Program
 Interlibrary Loan Librarian, Dodge Library
 Assistant Director, Pediatric Nurse Practitioners Program
 Administrative Assistant, Office of the President

Member

Weidenhoffer, Barbara

Young, R. Ann

Appointed to

Assistant to Director, Institute of Chemical Analysis,
Applications, and Forensic Science
Foreign Student Counselor

APPENDIX I

Varsity Athletics:

Men

Outdoor Track

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Captain</i>	<i>Head Coach</i>
1959	0	6	E. Bryant Rollins	Gerald R. Tatton
1960	0	6	Richard Lucas	Gerald R. Tatton
1961	0	6	Joseph S. Abelon	Gerald R. Tatton
1962	2	6	Francis A. Parillo	Gerald R. Tatton
1963	4	3	Edward A. Flowers	Gerald R. Tatton
1964	9	0	Philip A. Tupper	Gerald R. Tatton
1965	7	0	Edward H. McGlaston	Gerald R. Tatton
1966	6	1	H. David Dunskey	Gerald R. Tatton
1967	5	0	Thomas M. Hall	Irwin M. Cohen
1968	6	0	Roger B. Pierce	Irwin M. Cohen
1969	5	1	James J. Jellison	Irwin M. Cohen
1970	7	0	Michael E. Roberts	Irwin M. Cohen
1971	6	1	Thomas Whittenhagen	Irwin M. Cohen
1972	5	0	Larry Joseph	Irwin M. Cohen
1973	6	0	Bob Tegan	Irwin M. Cohen
1974	3	2	Ken Flanders	Irwin M. Cohen
1975	3	0	Mike Hickey	Irwin M. Cohen

Indoor Track

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Captain</i>	<i>Head Coach</i>
1959	0	7	E. Bryant Rollins	Gerald R. Tatton
1960	4	4	Richard Lucas	Gerald R. Tatton
1961	7	2	Joseph S. Abelon	Gerald R. Tatton
1962	6	1	Francis A. Parillo	Gerald R. Tatton
1963	6	1	Edward A. Flowers	Gerald R. Tatton
1964	9	0	Philip A. Tupper	Gerald R. Tatton
1965	9	0	Edward H. McGlaston	Gerald R. Tatton
1966	10	0	H. David Dunskey	Gerald R. Tatton
1967	9	1	Thomas M. Hall	Irwin M. Cohen
1968	7	2	Roger B. Pierce	Irwin M. Cohen
1969	8	1	James J. Jellison	Irwin M. Cohen
1970	8	2	Michael E. Roberts	Irwin M. Cohen
1971	7	3	Thomas Wittenhagen	Irwin M. Cohen
1972	9	0	Jack Flynn	Irwin M. Cohen
1973	6	1	Paul Horrigan	Irwin M. Cohen
1974	8	0	Charles Vann	Irwin M. Cohen
1975	6	2	Boris Djerassi	Irwin M. Cohen

Hockey

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Tied</i>	<i>Captain</i>	<i>Coach</i>
1959-60	8	17	0	Arthur J. Chisholm	James L. Bell
1960-61	12	14	0	Arthur J. Chisholm	James L. Bell
1961-62	6	17	0	J. Philip Johnston	James L. Bell
1962-63	9	17	0	Walter Fitzgerald	James L. Bell
1963-64	14	10	0	Leo F. Dupere	James L. Bell
1964-65	18	10	0	Neil McPhee	James L. Bell
1965-66	16	12	1	Larry D. Bone	James L. Bell
1966-67	12	14	0	James E. Leu	James L. Bell
1967-68	6	17	1	Eric W. Porter	James L. Bell
1968-69	7	16	0	Ken Leu	James L. Bell
1969-70	3	20	0	Dave Poile	James L. Bell
1970-71	7	22	0	John Boyce	Fern Flaman
1971-72	6	20	0	Dan Eberly	Fern Flaman
1972-73	17	12	0	Les Chaison	Fern Flaman
1973-74	10	13	4	Clare Moffat	Fern Flaman
1974-75	15	11	2	Duncan Finch	Fern Flaman

Cross-Country

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Captain</i>	<i>Coach</i>
1959	6	3	Murray B. Watt	Gerald R. Tatton
1960	7	2	Joseph S. Abelson	Gerald R. Tatton
1961	4	8	Francis A. Parillo	Gerald R. Tatton
1962	6	3	Kevin Uniacke	Gerald R. Tatton
1963	8	0	Kevin Uniacke	Gerald R. Tatton
1964	8	0	Michael B. Glynn	Gerald R. Tatton
1965	8	1	William E. Kneeland	Gerald R. Tatton
1966	8	1	Everett A. Baker	Irwin Cohen
1967	9	4	Jan D. Castanza	Irwin Cohen
1968	6	5	Michael J. Scanlon	Irwin Cohen
1969	7	6	Michael J. Scanlon	Irwin Cohen
1970	12	1	Robert W. Fallon	Irwin Cohen
1971	11	1	David M. Carnes	Irwin Cohen
1972	9	1	Joe Crowley	Irwin Cohen
1973	9	2	William Rowe	Irwin Cohen
1974	8	2	Ken Flanders	Irwin Cohen
1975	6	2	Mike Buckley	Irwin Cohen

Basketball

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Captain</i>	<i>Coach</i>
1959-60	10	11	Michael Dvorchak	Richard E. Dukeshire
1960-61	10	10	William D. Vierstra	Richard E. Dukeshire
1961-62	17	8	Ward L. Sears	Richard E. Dukeshire
1962-63	21	6	William P. Tully	Richard E. Dukeshire
1963-64	17	8	John L. Malvey	Richard E. Dukeshire
1964-65	13	11	James Bowman	Richard E. Dukeshire
1965-66	18	8	Gerald M. Knight	Richard E. Dukeshire
1966-67	22	4	Richard L. Weitzman	Richard E. Dukeshire
1967-68	19	9	Michael C. Wallent	Richard E. Dukeshire
1968-69	16	5	Leo Osgood	Richard E. Dukeshire
1969-70	14	8	Paul Sweet	Richard E. Dukeshire
1970-71	17	4	Kevin Shea	Richard E. Dukeshire
1971-72	12	9	Jim Moxley	James E. Bowman
1972-73	19	7	Mark Jellison	James A. Calhoun
1973-74	14	11	John Barros	James A. Calhoun
1974-75	12	12	James Connors	James A. Calhoun

Baseball

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Tied</i>	<i>Captain</i>	<i>Coach</i>
1959	8	9	1	John Erickson	John Connelly
1960	9	9	0	Mike Dvorchak	John Connelly
1961	5	12	0	Robert Reardon	John Connelly
1962	10	10	0	Robert Mullin	John Connelly
1963	12	6	0	John Pierce	John Connelly
1964	14	6	0	James Keating	John Connelly
1965	13	8	0	Paul J. Lombardi	John Connelly
1966	18	8	0	Leo V. Fein	John Connelly
1967	7	10	0	Fredrick J. Kos	John Connelly
1968	11	9	0	Edward C. McCarty	John Connelly
1969	8	11	0	Robert N. Geist	John Connelly
1970	9	9	1	Denis Crowley	John Connelly
1971	8	13	0	Edward Jay	John Connelly
1972	17	7	0	John Wright	John Connelly
1973	15	8	1	Tom Rezzuti	John Connelly
1974	13	10	0	Mike Archambault	John Connelly
1975	12	12	0	James Walker	John Connelly

Crew

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Captain</i>	<i>Coach</i>
1965	4	1	Vincent Goglia	Ernie Arlett
1966	1	3	Don Moodie	Ernie Arlett
1967	3	1	Larry Gluckman	Ernie Arlett
1968	3	1	Bill Miller	Ernie Arlett
1969	3	1	Jim Dietz	Ernie Arlett
1970	1	4	Jim Reid	Ernie Arlett
1971	4	1	Bill Backman	Ernie Arlett
1972	4	1	Bill Backman	Ernie Arlett
1973	5	0	Frank Leahy	Ernie Arlett
1974	4	1	John Irving	Ernie Arlett
1975	3	2	Tom Lowe	Ernie Arlett

Football

<i>Year</i>	<i>Won</i>	<i>Lost</i>	<i>Tied</i>	<i>Captain</i>	<i>Head Coach</i>
1959	1	6	1	Tom Mitchell	Joe Zabilski
1960	2	5	1	Ken Sciacca	Joe Zabilski
1961	4	4	0	Phil McCabe	Joe Zabilski
1962	5	3	0	Dennis Dugan	Joe Zabilski
1963	8	0	0	Joe Davis	Joe Zabilski
1964	5	3	0	Jim Lyons	Joe Zabilski
1965	6	2	0	Bob Cappadona	Joe Zabilski
1966	6	2	0	Paul Mandeville	Joe Zabilski
1967	7	1	0	Craig MacDonald	Joe Zabilski
1968	6	3	0	Bill Curran	Joe Zabilski
1969	3	6	0	Ken Orcutt	Joe Zabilski
1970	3	5	0	Ed Hichborn	Joe Zabilski
1971	4	5	0	Steve Pizzotti	Joe Zabilski
1972	6	2	0	Dan Grabowski	Robert P. Lyons
1973	3	6	0	Jack Brennan	Robert P. Lyons
1974	6	4	0	Chris Aylward	Robert P. Lyons
1975	3	6	0	Jerry Shea	Robert P. Lyons

Varsity Athletics: Women

The first women's varsity athletic teams were organized in 1966. Many did not play a full season until much later, however, and consistent records were not kept until the late 1970s. For this reason only the dates of initial organization are given and the names of the coaches, when these are available.

<i>Sport</i>	<i>Date Organized</i>	<i>Coach</i>
Basketball	1966	Jeanne Rowlands, 1966-1975
Field Hockey	1966	Louise Shaw, 1968 Marilyn Cairns, 1969-1975
Gymnastics	1966	Dorett Hope, 1972-1975
Lacrosse	1966	Louise Shaw, 1968 Marilyn Cairns, 1969-1975
Swimming and Diving	1966	Ruth Fairfield, 1967 Marilyn Cairns, 1968-1970 Diane Wilcox, 1973-1975
Volleyball	1966	Marilyn Cairns, 1968-1969 Susan Snyder, 1973-1974
Tennis	1969	Jeanne Rowlands, 1972 Dorett Hope, 1973-1975
Softball	1973	Ann Maguire, 1974

APPENDIX J

Silver Masque Productions

1959–1975

<i>Date</i>	<i>Production</i>
January 9 & 10, 1959	"The Great Sebastions"
March 20 & 21, 1959	"Carousel"
May 22 & 23, 1959	"A View from the Bridge"
November 6 & 7, 1959	"The Teahouse of the August Moon"
January 15 & 16, 1960	"Tea and Sympathy"
March 25 & 26, 1960	"Fanny"
May 27 & 28, 1960	"The Mousetrap"
November 4 & 5, 1960	"Life with Father"
January 13 & 14, 1961	"Anastasia"
March 24 & 25, 1961	"South Pacific"
May 26 & 27, 1961	"Good News"
December 3 & 4, 1961	"Diary of Anne Frank"
January 12 & 13, 1962	"George Washington Slept Here"
March 23 & 24, 1962	"Once Upon a Mattress"
May 25 & 26, 1962	"The Fantasticks"
November 2 & 3, 1962	"The Skin of Our Teeth"
January 11 & 12, 1963	"Picnic"
March 22 & 23, 1963	"Finian's Rainbow"
May 24 & 25, 1963	"The Gazebo"
October 18 & 19, 1963	"The American Dream" and "Zoo Story"
December 1 & 2, 1963	"Dark of the Moon"
January 10 & 11, 1964	"The Pursuit of Happiness"
January 31 & February 1, 1964	"Tudor Trilogy"
February 28 & 29, 1964	"An Evening of Farce"
May 8 & 9, 1964	"Thurber Carnival"
May 22 & 23, 1964	"A View from the Bridge"
October 16 & 17, 1964	"Evening of Ionesco"
November 6 & 7, 1964	"Twelfth Night"
December 18 & 19, 1964	"Two by Williams"
January 15 & 16, 1965	"Bus Stop"
February 5 & 6, 1965	"World of Sandberg"
March 5 & 6, 1965	"An Evening of Chekov"
March 26 & 27, 1965	"Carnival"
May 14 & 15, 1965	"Original"
May 28 & 29, 1965	"Come Blow Your Horn"
November 12 & 13, 1965	"Imaginary Invalid"
December 3 & 4, 1965	"All My Sons"
February 4 & 5, 1966	"Glass Menagerie"
February 18 & 19, 1966	"Rumplestiltskin"
March 11 & 12, 1966	"Born Yesterday"
April 29 & 30, 1966	"Taste of Honey"
May 20 & 21, 1966	"A Funny Thing Happened on the Way to the Forum"

<i>Date</i>	<i>Production</i>
June 3 & 4, 1966	"My Heart's in the Highlands"
July 27 & 28, 1966	"Mary, Mary"
August 24 & 25, 1966	"Angel Street"
October 28 & 29, 1966	"Snow Queen"
November 18 & 19, 1966	"You Can't Take It With You"
January 20 & 21, 1967	"Zoo Story" and "The Maids"
February 3 & 4, 1967	"Br'er Rabbit"
February 24 & 25, 1967	"A Streetcar Named Desire"
May 5 & 6, 1967	"The Cage"
May 26 & 27, 1967	"How to Succeed in Business Without Really Trying"
August 2 & 3, 1967	"Ways and Means" and "The Snow Runs Deep"
October 27 & 28, 1967	"Androcles"
November 17 & 18, 1967	"Street Scene"
January 19 & 20, 1968	"The Typist and the Tiger"
February 16 & 17, 1968	"Boys from Syracuse"
April 26 & 27, 1968	"Phaedre"
May 10 & 11, 1968	"The Little Mermaid"
May 24 & 25, 1968	"Come Back, Little Sheba"
October 25 & 26, 1968	"Loot"
November 15 & 16, 1968	"Detective Story"
January 31 & February 1, 1969	"Lysistrata"
February 21 & 22, 1969	"Yerma"
May 2 & 3, 1969	"Hot Air" and "Steinway Grand"
May 23 & 24, 1969	"Once Upon a Mattress"
July 30, 1969	"The Reluctant Dragon," "Tom Sawyer," "Pirate," and "Androcles and His Pals"
August 16, 1969	"Star Spangled Girl"
October 24 & 25, 1969	"Jack or the Submission" and "The Bald Soprano"
November 15 & 16, 1969	"Rashamon"
January 30 & 31, 1970	"Mandragola"
February 20 & 21, 1970	"The Rose Tattoo"
April 24 & 25, 1970	"The Revolution Starts Inside"
May 15 & 16, 1970	"Celebration"
August 5, 1970	"Evening of Contemporary Drama"
August 26, 27, & September 16, 1970	"Odd Couple"
October 30 & 31, 1970	"Ubu Roi"
November 20 & 21, 1970	"Dark of the Moon"
February 5 & 6, 1971	"Antigone"
February 26 & 27, 1971	"Dream Play"
April 30 & May 1, 1971	"The Killing of Sister George"
May 21 & 22, 1971	"Canterbury Tales"
August 30 & 31, September 1, 1971	"The Boys in the Band"
November 5 & 6, 1971	"The Connection"
December 3 & 4, 1971	"A Flea in Her Ear"
December 8 & 9, 1971	"A Lion in Winter"
February 10, 11, 12, 1972	"The Baptism" and "Rats"

<i>Date</i>	<i>Production</i>
February 25 & 26, 1972	"Suddenly Last Summer"
March 10 & 11, 1972	"The Adding Machine"
May 11, 12, 13, 1972	"Hedda Gabler"
June 2 & 3, 1972	"Anyone Can Whistle"
August 22, 23, 24, 1972	"Come Blow Your Horn"
November 3 & 4, 1972	"Alice, Again"
December 1 & 2, 1972	"The Trojan Women"
February 8, 9, 10, 1973	"Exit the King"
February 23 & 24, 1973	"Visit to a Small Planet"
March 9 & 10, 1973	"Tartuffe"
May 10, 11, 12, 1973	"Butterflies Are Free"
May 17, 1973	"Pigeon Strut"
May 24, 1973	"The Great Gatsby"
June 1 & 2, 1973	"Kiss Me Kate"
June 7, 1973	"An Apple a Day Keeps the Doctor Away, or The Core of It All"
November 1, 2, 3, 1973	"Arsenic and Old Lace"
November 30 & December 1, 1973	"A Streetcar Named Desire"
January 17, 1974	"The American Dream"
January 31, 1974	"The Effect of Gamma Rays on Man-in-the-Moon Marigolds"
February 7, 8, 9, 1974	"Mistress of the Inn"
February 21, 1974	"Please, No Flowers"
March 8 & 9, 1974	"Blood Wedding"
May 9, 10, 11, 1974	"Cashmere Love"
May 31 & June 1, 1974	"Two Gentlemen of Verona"
August 28 & 29, 1974	"Plaza Suite"
November 7 & 8, 1974	"Anatol"
December 6 & 7, 1974	"A View from the Bridge"
February 13, 14, 15, 1975	"Edward II"
March 14 & 15, 1975	"Oh Dad, Poor Dad, Mama's Hung You in the Closet and I'm Feeling So Sad"
May 15, 16, 17, 1975	"Mind Games"
June 6 & 7, 1975	"Guys and Dolls"
August 27 & 28, 1975	"Farce of Pierre Patelin" and "The Tiger"
November 6, 7, 8, 1975	"Twain Told Tales"
November 13, 1975	"Chronology of the Black Woman in America"
December 5 & 6, 1975	"You Can't Take It With You"

APPENDIX K

Distinguished Speakers Series

<i>Date</i>	<i>Speaker</i>	<i>Address</i>
September 9, 1967	Harrison E. Salisbury, Pulitzer Prize Winning Journalist	"Behind the Lines—Hanoi"
April 18, 1968	Dr. Timothy Leary, leader of LSD cult Sidney Cohen, UCLA Psychologist	"LSD Debate"
May 5, 1968	William F. Buckley, Jr., conservative columnist and editor of <i>National Review</i>	"The Role of the Student in Today's World"
September 1968	Sander Vanocur, newsman	"George Wallace—The Upcoming Presidential Election"
November 19, 1968	Babatunde Olatunji and His Drums of Passion Revue	Program of African Music and Dance
February 5, 1969	Art Buchwald, satirist and syndicated columnist	"A Visit from Art Buchwald"
March 27, 1969	Adam Clayton Powell, Democratic congressman from Harlem	"Black Power, Black Revolution, and Student Dissent"
May 8, 1969	Abe Fortas, former Supreme Court Justice	"Violence and Civic Disobedience"
September 28, 1969	Sam Yorty, former Mayor of Los Angeles Kevin White, Mayor of Boston Jerome Cavanaugh, Mayor of Detroit Northeastern's First Film Series	"Can American Cities Survive the Twentieth Century"
November 17–21, 1969		"Celluloid Experience"
January 29, 1970	Dr. S. I. Hayakawa, President of San Francisco State College	"Can American Universities Service the Twentieth Century?"
February 24, 1970	Ralph Nader, consumer advocate	"The Consumer Revolt"
April 2, 1970	John Kenneth Galbraith, economist and former Ambassador	"The Affluent Society: 1970"
April 14, 1970	Mrs. Betty Shabazz, widow of Malcolm X	"Black Women and the Women's Liberation Movement"
May 19, 1970	Dr. Rene Dubos, ecologist	"Politics of Ecology"
May 22, 1970	Pete Seeger, folk musician	Free concert on the Fenway

<i>Date</i>	<i>Speaker</i>	<i>Address</i>
September 17, 1970	David Brudnoy, lecturer and contributor to the "National Review"; Steven Worth, Northeastern University Professor of Political Science; Lou Massery, student government leader at Holy Cross College; Laura Wertheimer, Massachusetts Young Americans for Freedom; Mike Kelly, candidate for Governor for the Socialist Workers Party; Gene Burns, moderator	Symposium: "Political Activism and the College Community"
September 23, 1970	Bill Baird, activist for the legalization of abortion and advocate of birth control	Speech opposing legal restraints on birth control
October 13, 1970	Charles Evers, black Mayor of Fayette, Mississippi	"Black Movement"
October 29, 1970	Steven Hess, a member of the White House Commission on Children and Youth	"The Role of Young People"
January 28, 1971	William O. Douglas, Associate Supreme Court Justice	"Conservation of Man"
February 18, 1971	Bernadette Devlin, Irish civil rights leader	"Religious and Political Strife in Northern Ireland"
March 5, 1971	Sarah Caldwell, founder and artistic director of the Boston Opera Company	Mozart's "La Finta Giardiniera"
April 27, 1971	F. Lee Bailey, controversial Boston defense lawyer	"The Defense Never Rests" (My Lai Trial)
May 25, 1971	Julian Bond, member of the Georgia State Legislature and a Democratic nominee	"Black Solidarity"
September 1971	Bill Baird, activist for the legalization of abortion and advocate of birth control	Speech condemning the Catholic Church's position on birth control
October 14, 1971	The Reverend Ralph Abernathy, civil rights leader and President of the Southern Christian Leadership	Speech exhorting youth to vote in the 1973 presidential election
November 19, 1971	"The Proposition," improvisational group	An improvisational satiric revue
January 13, 1972	Eugene McCarthy, Senator, presidential candidate	"Toward a Responsible Presidency"
April 7, 1972	Boston Opera Company	"Tosca" by Puccini
April 20, 1972	Pat Paulson, comedian and 1973 presidential aspirant	"For Centuries to Come, Decades Will Pass"
April 23, 1972	Ralph Nader, consumer advocate	"The Environment, Discrimination, and Consumer Problems"
October 5, 1972	Dick Gregory, comedian, civil rights advocate	Humor—social commentary

<i>Date</i>	<i>Speaker</i>	<i>Address</i>
November 3, 1972	John Kenneth Galbraith, economist and former ambassador	Speech for the election of Senator McGovern for President
November 9, 1972	Frank Speiser, then a graduate student in drama at Yale	"The World of Lenny Bruce"
December 7, 1972	Jean Shepard, author, commentator	Satirical commentary on the state of the American society
February 1, 1973	Jonathan Kozol, educator and author of <i>Death at an Early Age</i>	"Medical Racism in Boston"
April 2, 1973	William F. Buckley, conservative columnist and editor of the <i>National Review</i>	"Female Liberation and Nixon" and "U.S. Chinese Foreign Policy"
April 12, 1973	Betty Freidan, Women's Rights Advocate	"The Genteel Female in the Twentieth Century"
May 17, 1973	The Dance Company of the National Center of Afro-American Artists, Bill Wilson, Director	A program of African musical dance
October 4, 1973	Bill Baird, activist for the legalization of abortion and advocate of birth control	Speech condemning opposition to birth control
October 31, 1973	Radu Florescu and Raymond McNally, Boston College history professors	"In Search of Dracula"
November 2, 1973	John Boone, former Massachusetts Corrections Commissioner	"Penal Reform"
January 17, 1974	Nora Guthrie and Ted Rotante, dancers	Program on improvisational dance
February 14, 1974	Pat Paulsen, comedian	"A Great Man Looks at the Issues" or "How to Survive the Next Three Years—A One-Year Plan"
February 21, 1974	Multimedia program of slides, graphics, and music	"Cry 3"
March 7, 1974	Larry Glick, WBZ radio personality and hypnotist	Hypnotism
April 11, 1974	The Pocket Mime Theatre	Pantomime and improvisation program
April 18, 1974	Klaus Schuetz, governing Mayor of City of Berlin	"Problems in Berlin"
May 2, 1974	Nikki Giovanni, poet	Poetry reading
May 11, 1974	Fr. Philip F. Berrigan, political activist and author of <i>The Trial of the Catonsville 9</i>	"Watergate"
January 30, 1975	Peter Falk, actor, star of hit TV program "Colombo"	Question and answer session on his acting career
February 6, 1975	Bob Katz, Committee to Investigate Assassinations	"Who Killed JFK?"

<i>Date</i>	<i>Speaker</i>	<i>Address</i>
February 27, 1975	Noel Neill, actress who portrayed Lois Lane in the "Superman" TV series	Film and discussion of her acting career
March 6, 1975	Jerald F. terHorst, journalist, Press Secretary for President Gerald Ford	"The President, the People, and the Press"
March 13, 1975	Zwi Kanar, mime	A program of pantomime
May 29, 1975	Dr. Kenneth Edelin, gynecologist, MGH-Boston City Hospital physician	"Abortion or Manslaughter"

APPENDIX L

University Lecturers, 1964-1975

The University Lectureship was established in 1964 upon the recommendation of the Faculty Senate. It is designed to honor a member of the University faculty who has made distinguished contributions to his or her field and to allow members of the Northeastern community and the general public to share in the fruits of his or her scholarship and research.

<i>Year</i>	<i>Lecturer</i>	<i>Address</i>
May 26, 1964	Donald S. Pitkin, Professor and Chairman, Department of Sociology- Anthropology	"Image of Man"
May 13, 1965	Morris A. Horowitz, Professor and Chairman, Department of Economics	"Human Resources—The Key to Economic Development"
May 17, 1966	Roy Weinstein, Professor of Physics	"Intuition and Physics"
May 23, 1968	Roland L. Nadeau, Associate Professor and Chairman, Department of Music	"Music as the Expression of the Self"
May 8, 1969	Samuel Fine, Professor and Chairman, Department of Engineering (Bio-Physics and Bio-Medicine)	"Lasers and their General Applications to Bio- Medical Problems"
May 21, 1970	Robert L. Wells, Professor and Chairman, Department of Art	"Art and the Contemporary Artist"
April 29, 1971	A. Howard Myers, Professor of Business Administration	"Conflict and the Establishment"
April 28, 1972	Blanche Geer, Professor of Sociology	"Is Learning Happiness?"
April 26, 1973	Martha E. Francois, Associate Professor of History	"Academia, History, and Witches"
November 4, 1974	Samuel F. Morse, Professor of English	"W. H. Auden: The Unconstraining Voice"
May 5, 1975	Richard L. Arnowitz, Professor of Physics	"The Structure of Nature and the Nature of the Universe"

APPENDIX M

Asa Smallidge Knowles

Personal Data and Experience Record

Present Position	Chancellor Northeastern University, Boston, Massachusetts
Date of Birth	January 15, 1909
Place of Birth	Northeast Harbor, Maine
Education	Thayer Academy, 1926 Bowdoin College, A.B., 1930 Harvard Business School, 1930-31 Boston University, A.M., 1935
Honorary Degrees	Bowdoin College, LL.D., 1951 Northeastern University, LL.D., 1957 Emerson College, LL.D., 1960 University of Toledo, LL.D., 1960 Western New England College, Litt.D., 1961 New England College of Pharmacy, Sc.D., 1962 Lowell Technological Institute, Sc.D., 1966 University of Rhode Island, D.B.A., 1967 Bryant College, Sc.D. in Bus. Ed., 1967 Brandeis University, LL.D., 1968 Franklin Pierce College, D.Ped., 1974 North Adams State College, LL.D., 1974 Massachusetts College of Optometry, L.H.D., 1975 Boston College, Sc.D. in Ed., 1976
Date of Marriage	March 24, 1930
Name of Wife	Edna Irene Worsnop
Names of Children	Asa Worsnop and Margaret Anne
Chronological List of Positions	Instructor and Assistant Professor, Industrial Management, Northeastern University, Boston, Massachusetts, 1931-1935 Associate Professor, Industrial Engineering, and Head of Department of Industrial Engineering, Northeastern University, 1936-1939 Dean, College of Business Administration, and Director of Bureau of Business Research and Professor of Industrial Administration, Northeastern University, Boston, Massachusetts, 1939-1942 Dean, School of Business Administration, and Director, Division of General College Extension, and Professor of Industrial Administration, University of Rhode Island, 1942-1946 President, Associated Colleges of Upper New York, 1946-1948 Vice President, University Development, Cornell University, Ithaca, New York, 1948-1951 President, The University of Toledo, Toledo, Ohio, 1951-1958

	President, Northeastern University, Boston, Massachusetts, 1959–1975
	Chancellor, Northeastern University, Boston, Massachusetts, 1975–
Special Positions	On leave from Northeastern University as Social and Tours Director, Seventh International Management Congress, 1938
	Consultant and Management Engineering (part time), Thompson & Lichtner Company, 1943–1946
Educational and Civic Affiliations	Chairman, Toledo Traffic Safety Commission, 1954–1957
	President and Trustee, Greater Toledo Educational Television Foundation, 1955–1958
	Ohio Commission on Education Beyond the High School, 1957–1958
	Member of the Board, Regional Community Colleges, Commonwealth of Massachusetts, 1961–1964
	Honorary Director, The National Conference of Christians and Jews, Inc., Northeastern Region, 1960–
	Board of Directors, Shawmut Bank of Boston, N.A., 1961–1979
	Board of Directors, Shawmut Corporation, 1965–
	Board of Directors, Arkwright-Boston Manufacturers Mutual Insurance Company, 1969–1979
	Board of Trustees, Middlesex Mutual Building Trust, 1976–1979
	Corporator, Provident Institution for Savings, 1962–1975
	Chairman, Commission on Postsecondary Education, Commonwealth of Massachusetts, 1975–1977
	National Advisory Council, National Society of Scabbard and Blade, 1961–1965
	Commission on the Survey of Public Education, Commonwealth of Massachusetts, 1962–1965
	Vice-Chairman, National Commission for Cooperative Education, 1962–1975; Chairman, 1975–1976
	Chairman, Higher Education Facilities Commission, Commonwealth of Massachusetts, 1970–1971
	Member, Executive Committee, Massachusetts Partners of the Alliance, Alliance for Progress (State of Antioquia, Colombia), Agency for International Development, Washington, D.C., 1965–1968
	Member of Corporation, Museum of Science, Boston, Massachusetts, 1965–
	Chairman, Commission on Institutions of Higher Learning, New England Association of Colleges and Secondary Schools, Inc., 1966–1969
	President, New England Association of Schools and Colleges, Inc., 1971–1972
	Chairman, Council of Federation of Regional Accreditation, Commission of Higher Education, 1970–1972
	Commission on College Administration, Association of

- American Colleges, 1966–1968
 Member, Education and Supply Panel, National Advisory
 Commission on Health Manpower, 1966–1967
 Trustee, International College, 1966–1969
 Chairman, Army Advisory Panel on ROTC Affairs, 1967–1968
 Member, Program Review Committee, Nurse Training Act of
 1964, 1967
 Member, Joint Committee on Graduate Work representing
 Federation of Regional Accrediting Commission of Higher
 Education, 1965–1972
 Member, Commission for the Study of Accreditation of
 Selected Health Educational Programs, 1970–1971
 Trustee, Deree-Pierce Colleges, Athens, Greece, 1976–1979
 Trustee, Northeastern University, 1959–
 Trustee, WGBH, Lowell Institute Cooperative Broadcasting
 Council, 1969–1975
 Chairman, Association of Independent Colleges and
 Universities in Massachusetts, 1974–1975
 Board of Trustees, Thayer Academy and Thayerlands School,
 1969–1971
 Civilian Aide to Secretary of the Army for the Commonwealth
 of Massachusetts, 1969
 Committee for Economic Development, 1971
 Member, National Council, Northeastern University, 1959–
 Member, Husky Associates, Northeastern University, 1965–
 Member, Anniversary Club, Northeastern University, 1973
- Fraternalities and
 Scholastic Honor
 Society Affiliations**
- Alpha Kappa Psi
 Alpha Pi Mu (Honorary)
 Beta Gamma Sigma
 Blue Key
 Chi Psi (Member, National Council, 1968–1973)
 Delta Sigma Theta (Honorary)
 Pershing Rifles (Honorary)
 Phi Kappa Phi
 Scabbard and Blade (Honorary)
 Phi Delta Phi
 Sigma Society
 Sigma Epsilon Rho (Honorary)
 Kappa Delta Pi
 Tau Beta Pi
- Professional Society
 Affiliations**
- Fellow Emeritus, American Academy of Arts and Sciences
 Member, American Society for Engineering Education,
 1937–1940
 Society for Advancement of Management: President, Boston
 Chapter, 1938–1940; National Vice President and Director,
 1940–1941; National Secretary and Director, 1941–1942
 Member, American Society of Mechanical Engineers, 1943
 Member, Society for Research into Higher Education,
 1974–1979

Publications

Job Evaluation for Hourly and Salaried Workers, 1943
Production Handbook, contributing editor
Industrial Management, Macmillan, 1944, co-author
Production Control, Macmillan, 1944, co-author
Management of Manpower, Macmillan, 1944, co-author
Handbook of College and University Administration,
 McGraw-Hill Book Company, 1970, 2 volumes, Editor-in-
 Chief
Handbook of Cooperative Education, Jossey-Bass Inc.,
 Publishers, 1971, co-author and editor
International Encyclopedia of Higher Education, Jossey-Bass
 Inc., Publishers, 1977, Editor-in-Chief

Contributor to

Nationally Known

Periodicals and

Educational Journals

(Partial List)

Accounting Review
Advanced Management
AERT Journal
Factory
Journal of Engineering Education
Journal of Higher Education
Mechanical Engineering
School and Society
The Educational Forum
The Educational Record
The Chronicle of Higher Education
Daedalus

Honors and Awards

Taylor Key for contribution to management by Society for
 Advancement of Management, 1938
 Fellowship, Institute of Industrial Administration, London,
 England, for work in 7th International Management
 Congress, 1938
 Citation from Bergen County Junior College for distinguished
 services to higher education, 1947
 Citation, City Council, Toledo, Ohio, for distinguished service
 to community, 1958
 International Order of DeMolay, Legion of Honor for Service
 to Youth, 1960
 Engineering Society of Toledo for meritorious service to
 engineering profession
 Gold "T" Award, Alumni Association of University of Toledo,
 for outstanding service to the University, Community, and
 Nation
 U.S. Army Outstanding Civilian Service Medal, 1962
 U.S. Army Distinguished Civilian Service Medal and Citation,
 1966
 Certificate of Appreciation, Association of the United States
 Army, for services to the U.S. Army, 1966
 Honorary Member, American Institute of Industrial Engineers,
 1959
 B'nai B'rith Citizenship Citation for Meritorious Service, 1962
 "Citation of Merit," Kehillath Israel Brotherhood, 1963

- Albert S. Bard Award, Chi Psi Fraternity, for achievement in improving the lot of mankind through intellectual and cultural endeavor, 1964
- Outstanding Son of Maine Award, 1970
- Distinguished Educator Award, Bowdoin College, 1972
- Distinguished Member Award, Honor Society of Phi Kappa Phi, 1973
- Fellow of the Pacific, Hawaii Pacific College, for service to higher education, 1974
- Man of the Year Award, Department of Massachusetts Jewish War Veterans, 1974
- Distinguished Service to Higher Education Award, Tiffany Glass Flame, American College Public Relations Association, 1974
- University College Law Enforcement Alumni Award, Northeastern University, for contributions to the professionalization of law enforcement, 1974
- The International Association of Chiefs of Police Citation for contributions to the advancement of law enforcement education, 1974
- The Boston Chapter of the American Society of Industrial Security Citation, 1974
- The Massachusetts Chiefs of Police Citation for Leadership and significant contributions to law enforcement, 1974
- The Certificate of Merit of the American Society for Industrial Security for outstanding contributions to the security profession, 1974
- Outstanding Service to Journalism Award, New England Press Association, 1975
- Distinguished Public Service Award, Boston University Alumni Association, 1975
- Award for Contributions to the Development of Fraternities at Northeastern University, Interfraternity Council of Northeastern University, 1975
- Award for recognition of outstanding administrative leadership, Student Federation, Northeastern University, 1975
- The Herman Schneider Award, for outstanding contributions to the advancement of the philosophy and practice of cooperative education, 1977
- Compatriot in Education, Kappa Delta Pi, 1977
- Member, Laureate Chapter, Kappa Delta Pi (Membership granted to outstanding educators elected to be so honored)
- U.S. Army Distinguished Civilian Service Medal, 1978
- 1978 Award of the Bowdoin Prize, given once every five years for the most distinctive contribution in any field of human endeavor
- Honor by Jubilee 350 Bostonian (Mayor White) special recognition of work in the area of higher education, September 1980

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Politics	Republican
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